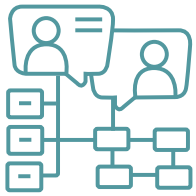


Inclusive Emergency Planning Conversations



Meaningful participation of people with disability in emergency planning involves intentional, accessible, and supportive engagement. Emergency planning conversations cannot be improvised.

Guiding questions are organised by the phases of the disaster management cycle, typically referred to as preparedness (before), response (prior to and during), recovery (after).

The guiding questions:



- cover key concerns raised by multiple stakeholders about the safety and wellbeing of people with disability in emergencies contained in the research and lived experiences of people with disability



- are intended to broaden focus from the current emphasis on evacuation to include a wider range of important considerations needed to reduce risk and increase the resilience of people with disability to disasters

The guiding questions should be used to:



- support dialogue between the disability community and those responsible for emergency planning



- identify and remove barriers that impact the safety and well-being of people with disability when disasters strike



- guide the development of data-informed risk assessment, emergency planning, and disaster recovery practices



A guide to facilitate dialogue between emergency planners and the disability community

Well before an event

- Do people with disability have access to person-centred risk information, preparedness tools and resources that they can use to learn about their risk and make a plan?
- Is emergency information available in accessible formats that everyone can understand and use?
- What support do people with disability need to make an effective personal emergency preparedness plan?
- In an emergency, what can people do for themselves? What do they need support for?
- What is the nature of the support required prior to, during and after an event?
- Are there gaps in emergency plans of people with disability? Are extra supports needed to fill those gaps in a disaster? What is the best way to organise and deliver that support?
- What factors heighten risk? How can they be addressed?

Prior to an event

- Can people with different access and support needs understand and use emergency warnings and information to respond in ways that increase safety and well-being?
- Are emergency warnings reaching everyone in our community? Who doesn't have access? Why?
- What is the impact of these warnings on the decisions and actions of people with disability in emergencies?
- How can we make sure nobody gets left behind?

During an event

- Are evacuation shelters accessible and welcoming for people with different support needs? Do they enable maintenance of independence for people with disability?
- How have the accessibility of the physical, sensory, social, and attitudinal environment been taken into consideration when engaging in evacuation planning?
- How are the function-based access and support needs of people with disability addressed in the operations of evacuation shelters?
- What other evacuation options are there for people with higher support needs in our community?
- Are emergency services and disaster recovery staff/volunteers trained to identify people with diverse functional support needs; respond in a way that ensures safety & wellbeing; and connect them to services and supports that keep them safe and well?

After an event

- What was the impact of the disaster on people with disability?
- What could have been done differently to improve the situation?
- Do people with disability have equitable access to disaster recovery information, services, supports?
- What is the impact of recovery services on the safety and well-being of people with disability recovering from disaster?
- How can we make sure that people with disability have the services they need?

