

Inclusive Play

Guidelines for accessible playspaces

Easy Read version



Government of
South Australia

How to use these guidelines



The South Australian Government Department of Human Services (DHS) wrote these guidelines. When you see the word 'we', it means DHS.



We have written these guidelines in an easy to read way.

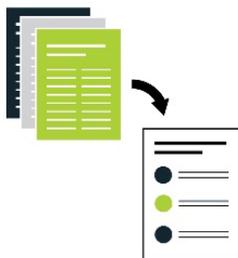
We use pictures to explain some ideas.



We have written some words in **bold**.

We explain what these words mean.

There is a list of these words on page 48.



These Easy Read guidelines are a summary of another document.



You can find the other document on our website at www.dhs.sa.gov.au/inclusivesa



You can ask for help to read these guidelines. A friend, family member or support person may be able to help you.

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A message from the Minister



Every child needs play.



Play is important for our children's:

- development
- wellbeing.

Play helps children:



- build their confidence



- develop their social skills



- develop their communication skills



- learn how to care for others



- learn how to care for the environment



- be healthy and happy.



Every child has the right to play.



But it can be hard for children and adults with disability to find playspaces where they can play.



These are our Inclusive Play Guidelines for accessible playspaces.

In this document, we call them the guidelines.



These guidelines are part of the work we are doing for people with disability.



You can find out more in *Inclusive SA* – our first State Disability Inclusion Plan.



You can find an Easy Read version of *Inclusive SA* on our website at

www.dhs.sa.gov.au/inclusivesa

What are these guidelines for?



These guidelines have been written to help anyone who is planning or building a new:

- playground
- **playspace.**



A playspace is a space in your community where children can play.



You might go there to:

- relax
- meet your friends or family
- be close to nature
- play.



A playspace could have:

- a playground
- other **facilities**.



Facilities include things like:

- toilets
- seats and tables
- shaded areas.



These guidelines explain how playspaces can be made:

- **inclusive**
- **accessible**.



If something is inclusive, it means that everyone can take part.



If something is accessible, it means everyone can use it.



If playspaces are accessible and inclusive, everyone can play together.



These guidelines will help:

- local governments
- schools
- early childhood learning centres
- playground designers.

Why is play important?



Play is important for all children.



Play helps children learn about:

- themselves
- their community
- the world around them.

Play also helps children:



- learn how to talk to other children



- be more **independent** – they can do things on their own



- be creative



- learn about and manage their feelings.



Active, physical play is important.

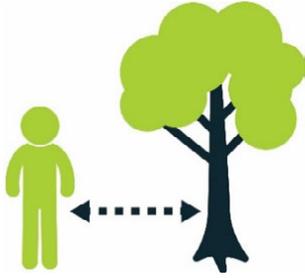
It can help children learn:



- about how their bodies work



- **spatial awareness.**



Spatial awareness is when you know how close your body is to other:

- objects
- people.



Spatial awareness can help stop you from bumping into things.



Sensory play is important too.



Sensory play is when children use their senses to find out about the world.



Your senses include:

- seeing
- hearing
- tasting
- touching
- smelling.

Why is inclusive play important?



In South Australia, about 1 out of every 10 children lives with disability.



If a playspace is inclusive, everyone can play together.



Everyone is welcome, including:

- children and adults with disability
- parents
- grandparents
- carers.



Inclusive play brings together children and adults:

- with different abilities
- from different cultures
- from different backgrounds.

Inclusive play helps people:



- share life experiences



- learn from each other



- accept each other.



Inclusive play is fun for everyone.

What does the community think about inclusive play?



We talked to the South Australian community about inclusive play.



Over 235 people:

- filled out our surveys
- told us what they think.



These people included:

- children and adults with disability
- parents
- grandparents
- carers
- people who work with people with disability.



They said that inclusive play is important for everyone.



They told us what inclusive playspaces should have.



Inclusive playspaces should have play equipment that children with disability can use on their own.



Inclusive playspaces should have equipment for sensory play, such as:

- walls with bumps
- things to twist and turn
- buttons to press.



Inclusive playspaces should have swings for children and adults to use.



Inclusive playspaces should have:

- bigger slides
- monkey bars that are more challenging.

Inclusive playspaces should:



- challenge children to try new skills such as climbing or balancing



- help children set goals and reach them.

Inclusive play helps everyone connect

Inclusive play helps everyone:



- **Connect with place** – connect with, and learn about, the world around them



- **Connect with each other** – connect with, and learn about, other people



- **Connect with self** – connect with, and learn about, themselves.

We talk about each of these areas in more detail on the following pages.

Connect with place



Children need to play outside so they can connect with the world around them.



It's important for their:

- development
- health and wellbeing.



It can be hard for some families to find good places where their children can do this.



Inclusive playspaces can give these families a chance to connect with place.

Stories from real people

Kristy's story



Kristy has a daughter named Lucy.



Lucy loves the beach.



Lucy likes to walk by herself.



But most of the time she needs her wheelchair.



Kristy and Lucy might go for a walk together along a beautiful path.



If there are steps at the end, they must go all the way back.



This can be really frustrating for them.



It is important for them to have:

- flat paths
- accessible car parking close by.



This means, if Lucy doesn't want her wheelchair, she can walk to the playground by herself.

Connect with each other



It's important for all of us to connect with other people.



But it isn't easy for everyone.

An inclusive playspace can:



- bring people together



- change what people already think or believe about the world



- help people understand each other



- help people accept each other.



Inclusive playspaces can help people connect with each other.

Stories from real people

Olivia's story



Olivia has 2 children:

- Greta is 4 years old
- Fergus is 9 years old.

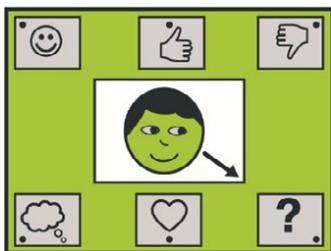


Greta has Rett Syndrome.

She can't use her body to express herself.



She must use a communication board.



She uses her eyes to choose images.

The images tell people what Greta wants to say.



It is hard for Olivia to find playgrounds where Greta and Fergus can play together in the same space.



It's important for Greta to join in with her brother and other children.

Olivia doesn't want Greta to feel left out.

Olivia said:



Playgrounds need to be a safe space where I can let the kids play without having to always be supervising and watching out for equipment that can pose a danger.



Being able to play with others is great for both my kids – they can learn more this way.

Connect with self



We all need time when we can:

- be quiet
- connect with who we really are.

Inclusive playspaces can help children connect with, use and learn about:



- their bodies or physical self



- themselves and who they really are.

Inclusive playspaces can help children:



- challenge themselves to try new things



- set goals and reach them



- be creative.



Inclusive playspaces can help people connect with self.

Stories from real people

Jessica's story



Jessica has 2 sons – Rhys and Nate.



Rhys and Nate:

- are twins
- have autism.



Rhys doesn't:

- talk or use words
- like things that affect his **senses**.



Your senses include:

- seeing
- hearing
- tasting
- touching
- smelling.



Nate:

- talks and uses some words
- does like things that affect his senses.

Rhys loves to run.



Jessica can only take Rhys and Nate to playgrounds with fences that keep them safe.



Nate loves:

- exploring
- touching things that feel different
- playing with moving parts.



Sometimes Rhys needs to be alone.

He might:

- sit in a tunnel
- make a cubby under a slide.

Jessica said:



I hope to see more inclusive playgrounds in Adelaide.



We usually choose to stay home because there aren't any suitable playgrounds near us where it is safe for Rhys and Nate to play.

A checklist to help you



There is a lot to think about when you are planning or building an inclusive playspace.



We have written a list of things to think about.



A playspace doesn't need to have everything on the list.



A playspace might need things that aren't on the list.

A playspace needs to be right for:



- the people in your community who will use it



- the space it is in and what is around it



- the amount of money you have to build it.

Connect with place



Is the playspace accessible?



Can people find the playspace?



Can people get to the playspace?



What might stop someone from getting to the playspace?



Can people find their way around the playspace?



Are the paths accessible?



Is it easy to work out which way to go?



Are the signs easy to understand?



Can everyone use all the fun stuff?



Is the play equipment accessible?



Can everyone have a go on the things lots of people like?



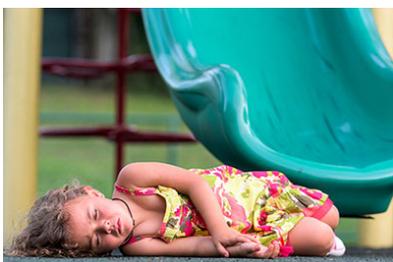
What is special about your playspace and the place where it is?



Is the playspace safe for everyone who uses it?



Does your playspace have markers to show people if there are any **hazards**?



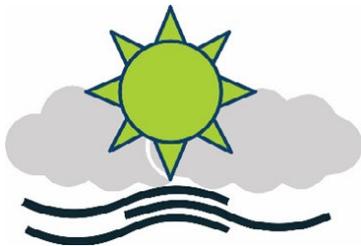
A hazard is something that might hurt someone.



Is there enough shade?



What parts of the natural environment are nearby that could be part of the playspace?



How might the playspace be affected by the:

- sun?
- wind?



Are there any accessible facilities already close by?



Is it easy to find the entrance to the playspace?



If the playspace has a gate, is it easy for people with disability to open?



Is there public transport near the playspace?



Is there accessible car parking at the playspace?



Are there community groups nearby that might use the playspace?



These might be:

- schools
- kindergartens
- playgroups
- sporting clubs.

Connect with each other

What does the community want?



Have you asked the community what they want?



Can they take part in important decisions about the playspace?



Can people of different ages play together in your playspace?



Can people of different abilities play together in your playspace?



Can all children play:

- together?
- side-by-side?



Can parents and carers play too?



Does the playspace have facilities that can help people connect?



Are there accessible:

- toilets?
- barbecues?
- picnic tables?
- bench seats?



Is your playspace somewhere people can relax and feel safe?



Does the playspace need a fence?



Does the playspace need lighting?



How can adults see and watch their children while they play?



Does the playspace offer drinking water?

Connect with self



Can children connect to all their senses in the playspace?



What can children see in the playspace?



Are there different:

- colours?
- shapes?
- patterns?



What can children hear in the playspace?



Are there things that make music, such as:

- bells?
- drums?
- chimes?



What sounds of nature can they hear in the playspace?



Is there a space for quiet play?



What can children touch or feel in the playspace?



Are there different textures, such as:

- rough?
- smooth?
- soft?
- hard?



Are there different materials, such as:

- sand?
- water?
- rocks?



What can children smell in the playspace?



Are there plants that have a strong smell in the playspace?



What can children taste in the playspace?



Are there any:

- fruit trees?
- vegetables?
- native plants that can be eaten, or bush tucker?



Are there things in the playspace that children might put in their mouths?

Are they safe?



Can children be creative in the playspace?



Can they use their imagination?



Are there hidden stories to find?



Are there things for them to find and use that let them create new things?



Does the playspace give children ways to challenge themselves?



Are there challenges for children of different:

- ages?
- abilities?



Does the playspace help children feel important?



Are there places where children can play on their own?



Can children connect with nature in the playspace?



What is special about the playspace?



What will people remember about the playspace?

Word list



Access

If you have access, it means you can find and use the things you need.



Accessible

If something is accessible, everyone can use it.

This might be:

- a place or a building
- a service
- information
- a website.



Connect with each other

Connect with, and learn about, other people.



Connect with place

Connect with, and learn about, the world around them.



Connect with self

Connect with, and learn about, themselves.



Facilities

Facilities include things like:

- toilets
- seats
- areas for shade.



Hazard

A hazard is something that might hurt someone.



Inclusive

If something is inclusive, it means that everyone can take part.



Independent

They can do things on their own.



Playspace

A playspace is a space in your community you can visit.

You might go there to:

- relax
- meet your friends or family
- play sports or games.



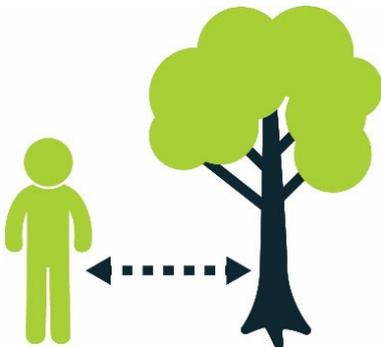
Sensory play

Sensory play is when children use their senses to find out about the world.

Spatial awareness

Spatial awareness is when you know how close your body is to other:

- objects
- people.



Spatial awareness can help stop you from bumping into things.

Contact us



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