

Plan Inclusive Play Area (PiPA) Checklist

If all criteria are met within the assessment, the play area will be eligible for PiPA status, and added to the online PiPA Map complete with address, photos and visitor comments

1. Plan to Go

- a. Are there accessible routes by:
 1. Foot
 2. Car
 3. Public transport
- b. Is there information about the play space, including information about the play opportunities, the postcode and directions, available?
 1. Is information available on line?
 2. Are photos and comments available?
 3. Information available by phone?
 4. Other
- c. Are there parking spaces next to or close by (less than 250m)?
- d. Are there allocated accessible parking spaces available? If yes how many?
- e. Are walking routes to play space accessible with
 1. Smooth surfaces
 2. Wide paths (min 1.2m wide)
 3. Gentle slopes (1:12 slope max)
 4. Safe crossing points with dropped kerbs
- f. Is there a café/restaurant with accessible toilets located less than 500m from the play space? Or is it within a community which is practical for families to get back home? Please detail which and where the nearest refreshments can be found. (this can be a local supermarket or high street area)

Destination Parks Only

- g. Are there accessible toilets on site and less than 500m away from the play space:
 1. Are there on-site changing facilities? If not how close are the nearest
 2. For babies and small children
 3. MENCAP Changing Places for children and adults

2. Plan to Access

Playground signage

- a. Is text kept to a minimum and easy to read with Braille, symbols/pictorial images as well as text?

- b. Is signage located at wheelchair or child friendly height – i.e. 1m from ground
- c. For larger sites is there a map that shows users how to move around the space and where all items are located? Is it multisensory?
- d. Does it give contact information for maintenance of the play area?
- e. Is there a firm surface within the play space to ensure ease of movement around the entire space and equipment? Or at a minimum a 1.2m wide access pathway.

Use a variety of pathway textures – add to the sensory experience for all visitors

- f. Can all wheelchair accessible items, or items easily accessed by children who are physically disabled, designed into the area with a clear, solid accessible pathway to then?
- g. Safety considerations to include:
 - 1. Changes in slopes are clearly identified (e.g. via colour or textural variations)
 - 2. Is there full 360 degrees surveillance at all points in play space?
 - 3. Is there any fencing or other type of barrier to restrict children from running off?
 - 4. Are plants child safe – no thorny plants nontoxic, nothing sharp

3. Plan to Play

Sensory Play

- a. Can at least 3 of the senses be engaged and are fully accessible from the seated and standing position? Indicate which of the following and how this is provided:
 - 1. Sight/visual: Textures and shapes, reflected light, strong colour/contrast, pattern
 - 2. Sound: Movement and/or switch activated – by using large and small motor movements. This could be individual or cooperative activities like playing with water, sound makers/instruments or electronically activated sound.
 - 3. Scent: Planting
 - 4. Tactile: Carvings, range of materials, sand, water, loose parts, range of surface textures and materials
 - 5. Movement and balance: Exploring balance, coordination, strength, spatial awareness and dynamic movement

Imaginative, Individual and Social Play

This will take place anywhere children play, but opportunities should also be encouraged/stimulated in other ways too.

- b. Are there opportunities for children to play with natural materials? This can be in the form of planted areas, availability of natural materials like leaves and twigs, logs and boulders and accessible places to play around naturally planted areas e.g. trees and bushes
- c. Is there open space for children to play imaginative games together (i.e. space without equipment for playground games or music and drama?)
- d. Does the play space offer play opportunities for the whole family of all ages? Does this include individual and cooperative activities?
- e. Are there private spaces to play and hide, for quiet play within the play space and near entrance points? (This is to allow child to build confidence to enter the play space in their own time, and/or remove themselves if needed). E.g. Hidey Holes, tunnels, small nooks or cosy spaces, other built structures, “rooms” defined by living walls
- f. Is there quiet/down time space for peaceful play opportunities, alone or in groups?

Physical Play

- g. **Groups/co-operative play opportunities:** Is there space for all group games, sports activities that can be accessed by all?
- h. **Fine motor play opportunities at a variety of heights:** small scale play opportunities for individual play and turn taking, cause of effect, dexterity and co-ordination? E.g. using water and sand, twisting/turning games
- i. **Gross motor play opportunities:** landscaping and equipment for children to use in their own way using their upper body, lower body, developing their agility, co-ordination, and, dexterity by sliding, swinging, climbing, running, spinning etc.
- j. **Opportunity for challenge and risk:** Where a child can experience challenge and risk at their own level of development – e.g. through large accessible play equipment or landscaping with opportunity to experience dynamic movement and height with elevated points (minimum 500mm off the ground) for **ALL children to access**?
- k. **IS there challenging equipment for children who require physical and active play** e.g. large climbing structures, space nets etc.

4. Plan for Rest and Recharging

Seating

- a. Is it adjacent to play equipment?

- b. Do some seats have arm and back rests?
- c. Can visitors using mobility devices, including wheelchairs sit between other people without blocking a path or feeling like an after-thought
- d. Is there seating located about every 20 metres (for destination park) along a pathway or are there universal seating areas?

Tables

- e. Can children and adults using mobility devices, including wheelchairs use tables provided – i.e. are the tables high enough for people's legs to go under the table?

Shade/Sun balance

- f. Are there any shaded areas e.g. provided by canopies, sails, trees or other type of shade structures?
- g. Are there items of play equipment in shaded areas?

5. Plan for engagement!

- a. Is there a dedicated website or webpage for the play space?
- b. Is the website accessible with audio access?
- c. Is the webpage easy to navigate?
- d. What are the means for visitors to feedback on any concerns about the play areas? (Maintenance, litter broken items) How do you allow feedback and is it clear on signage and other literature?
- e. Can visitors let other know about the play space, how they accessed it, what they thought of it and their rating?
 - i. Via social media or
 - ii. Website
 - iii. Can local businesses like restaurants advertise their facilities (if accessible) on the website so families know that nearby refreshments are available?