

## The Complete Checklist

and guide to designing or evaluating inclusive play provision.

PiPA (Plan Inclusive Play Area)

# Checklist

For



Created in partnership with -  
Inclusive Play, KIDS the disabled children's charity, Occupational Therapist Amy Wagenfeld, PhD, OTR/L, SCEM, CAPS and Constance Hurley

This checklist can be used to audit an existing playspace to identify the gaps in provision or barriers to accessibility in the landscape. PiPA is also a useful tool to inform a new play space design to ensure all children benefit from the new provision. All play areas that meet the key criteria will be eligible for the Lollipop sign and listing on the PiPAMap to help families find the right provision for them.



## Site Details

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Site Name

Date

## 1. Plan to Go!

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A. Are there accessible Routes by: Yes No Details

1. Foot
2. Car
3. Public Transport

B. Is the information about the play space, including information about the play opportunities, the postcode and directions, available?

1. Is information available online?
2. Are photos and comments available?
3. Information available by phone?
4. Other

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

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:

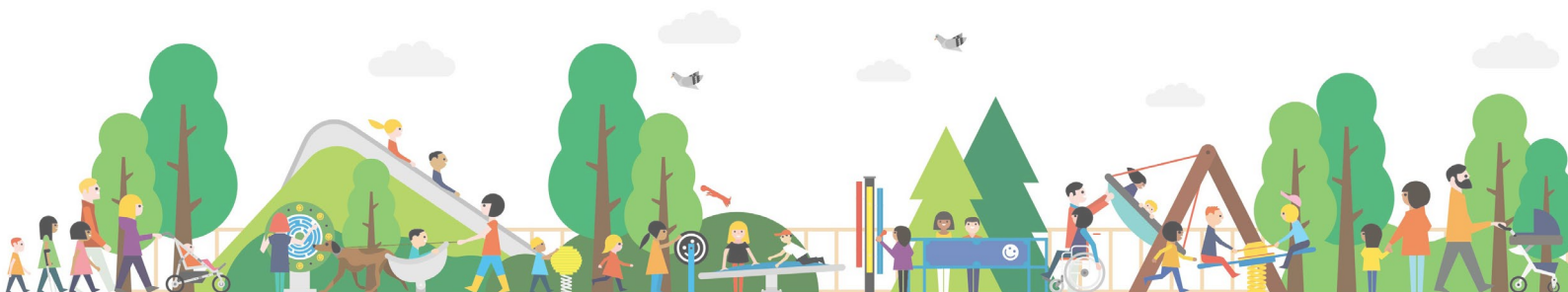
1. Smooth Surfaces
2. Wide paths (min 1.2m wide)
3. Gentle Slopes (1:12 slope max)
4. Safe crossing points with dropped kerbs

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 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 playspace?

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

Yes No Details

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.

*Top tip! It's interesting to use a variety of pathway textures– this adds 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 them?

G. Safety considerations to include:

1. Changes in slopes are clearly identified (e.g. via colour or textural variations)
2. Is there full 360 degree surveillance at all points in play space?
3. Is there 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

Yes No Details

A. Can at least 3 of the senses be engaged and are fully accessible from a **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





### 3. Plan To Play (continued)

#### Imaginative, Individual and Social Play

Yes No Details

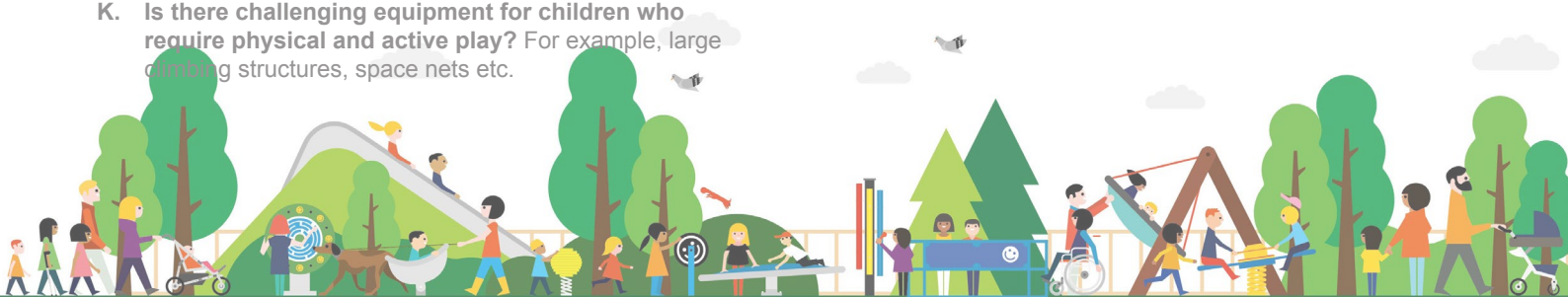
This will take place anywhere children play, but opportunities should also be encouraged /stimulated in other ways too

- 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 or 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 a child to build up confidence to enter the playspace 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

Yes No Details

- G. **Group/co-operative play opportunities:** Is there space for 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 and 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– for example 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?** For example, large climbing structures, space nets etc.





## 4. Plan For Rest & Recharging!

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### Seating

Yes No Details

- 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 any items of play equipment in shaded areas?

## 5. Plan For Engagement!

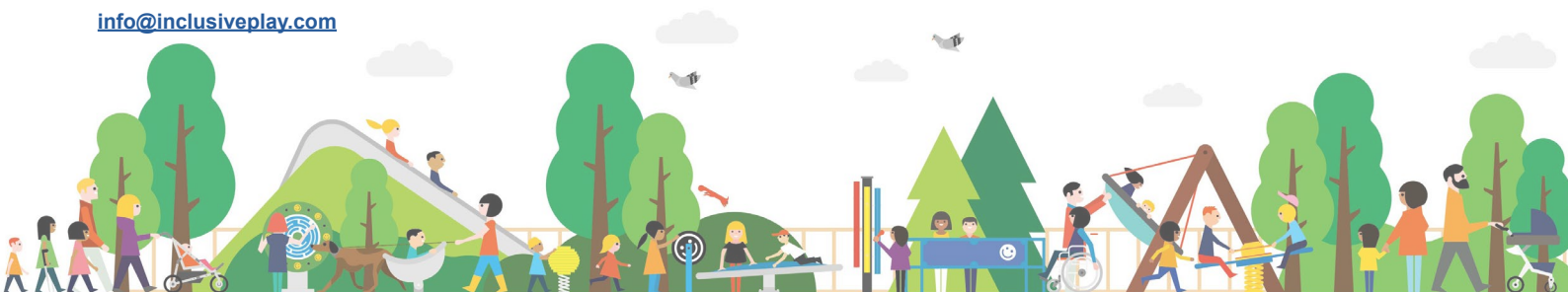
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- H. Is there a dedicated website or webpage for the playspace?
- I. Is the webpage accessible with audio access?
- J. Is the webpage easy to navigate
- K. What are the means for visitors to feedback on any concerns about the play area? (Maintenance, litter broken items) How do they allow for feedback and is it clear on signage and other literature?
- L. Can visitors let others know about the play space, how they accessed it, what they thought of it and their rating?
  1. Via social media or
  2. Website
  3. Can local businesses like restaurants advertise their facilities (if accessible) on the website so families know that nearby refreshments are available?

**Are the majority of the sections completed with Yes? Email the completed form with photos and/or CAD plan to; [info@inclusiveplay.com](mailto:info@inclusiveplay.com) who will approve the play space ready for listing on the online PiPA Map to help families find great community spaces for their needs. (subject to the fee for signage and listing; for more information call 0131 2141023)**

**If you haven't got a play space that meets many of the criteria feel free to talk to a consultant at Inclusive Play who will be happy to help you through the process of inclusive design.**

**[info@inclusiveplay.com](mailto:info@inclusiveplay.com)**





## Results & Recommendations (to be completed by Inclusive Play)

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A detailed analysis of the play space has been undertaken to identify how inclusive the play space is. The analysis will be ratified by Inclusive Play and nominated for a PiPA play area or alternatively recommendations will be made with suggestions on how to create a more inclusive environment

Email completed form to [info@inclusiveplay.com](mailto:info@inclusiveplay.com)

The play space is **approved/Not approved** for nomination as a PiPA Community Playground/PiPA Destination Playground

### Key findings and actions to be taken:

### Summary of actions/changes to create an inclusive PiPA Play Space:

For more product ideas to enhance your play space  
visit [www.inclusiveplay.com](http://www.inclusiveplay.com) or call 0131 2141023

