

PLAY FOR ALL

UNIVERSAL INCLUSION IN PLAYGROUNDS



KOMPAN[®]

3

Equity in Access to
Inclusive Playgrounds

10

Inclusive Playground
Checklist

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Invisible Inclusive
Global Case Studies

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EQUITY IN ACCESS TO INCLUSIVE PLAYGROUNDS

The social connectedness of playing together in public playgrounds is an asset in equity and inclusion agendas. Since public playgrounds are for all citizens, planners should consider whether all can use them.



Jeanette Fich Jespersen
Head of KOMPAN Play Institute

The ethos of inclusive playgrounds

All children have the right to play. They need play for their well-being and healthy development. Play unites children across nationalities, genders, ages and abilities. The playground is where many children meet peers and behaviours of all kinds. It is where they experiment, experience and learn to accept differences.

Playgrounds are critical social infrastructure in modern cities as some of the few places where children can roam and play freely and securely.

This is why all children — including children with disabilities — should be considered when great playgrounds are designed.

Who should be considered in inclusive playgrounds?

Children and families with disabilities often have few opportunities to enjoy public playgrounds on an equal footing with everyone else. The inaccessibility of playgrounds for wheelchairs or walkers makes visiting impossible for some families. For many families dealing with Attention Deficit (Hyperactivity) Disorder, AD(H)D, or Autism Spectrum Disorder, ASD, many otherwise lovely playgrounds are simply too overwhelming due to their lack of quiet, rest and relaxation areas. Considering the rapidly growing number of people diagnosed with AD(H)D and ASD, there is good reason to consider playground accessibility in terms of more than just wheelchair access.

This publication will present the newest science on user needs and policies to consider in playground planning. Additionally, you will find a research-based inclusive playground

checklist, design inspiration, good local practices and cases.

The aim is to assist you in making your community's playground, or your next playground project, inclusive and playful for all.

Enjoy!

The playground is where many children meet peers and behaviours of all kinds



Universal design means usability of equipment for the widest possible user group across abilities and disabilities.

PLAYGROUNDS FOR ALL CHILDREN

Inclusion of invisible and visible disabilities.

Inclusive playground planning has had its ups and downs, especially regarding differences in opinion on best practices. One difference is whether children with disabilities should have special equipment in public playgrounds or whether that would be stigmatizing. Another point of discussion is whether or not children with disabilities should have equal access to the playground's centrepiece of play.

Invisible Disabilities

With the scientific research of the last decade, not only has the focus on neurodiversity grown, but so has the documented knowledge of which design approaches are valuable when it comes to playground design and

play equipment encompassing a wide variety of user needs.

We still see an enormous need to ensure inclusive playgrounds that allow children and parents with disabilities to access and use playgrounds. A universal design approach is one of the desired ways to achieve this.

Universal Design Principles

The universal design principles were developed in the 1990s by design practitioners*. The principles have become widely acknowledged as a way of working with facilities that everybody can use to the widest possible extent.

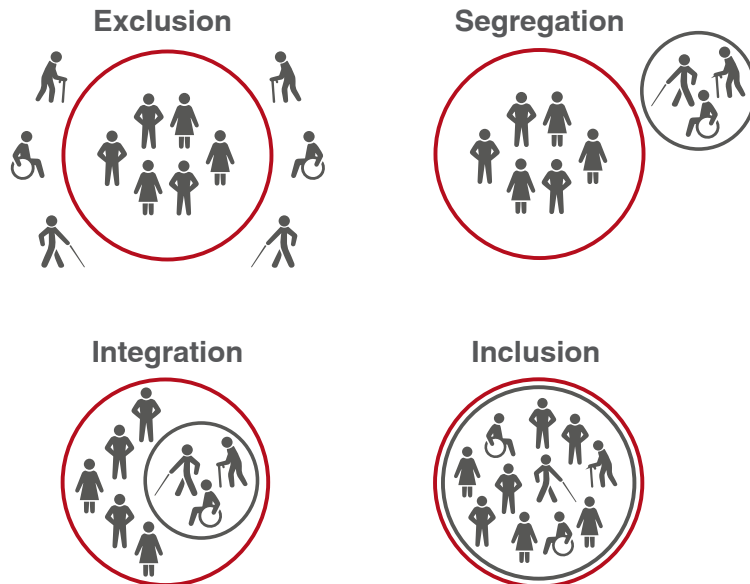
The latest World Health Organization update on the categorisation of disabilities, for one, will make it considerably easier for practitioners to understand what to consider when designing inclusive play environments and playgrounds.

‘We still see an enormous need to ensure inclusive playgrounds that allow children and parents with disabilities to access and use playgrounds.’

Jeanette Fich Jespersen
Head of KOMPAN Play Institute

The term inclusion is based on what people can do and not what they cannot do. Figure 1, based on the UNESCO Salamanca Statement, says it all.

Figure 1



1. Equitable use
2. Flexibility in use
3. Simple and intuitive to use
4. Perceptible information
5. Tolerance for error
6. Low physical effort
7. Size and space for approach and use

* Seven Principles of Universal Design
(Ron Mace et al, 1997)

Inclusion Explained

Inclusion focuses on what people of all abilities can contribute instead of what they cannot do: the environment is disabling, not the people, if access is not possible. People of all abilities should be able to access, be included

and be invited to play in public playgrounds, see fig.1.

In a playground context, principle 6, low physical effort, is less relevant. A high physical thrill level often involves physical effort and is one of the very motivations of great playgrounds.

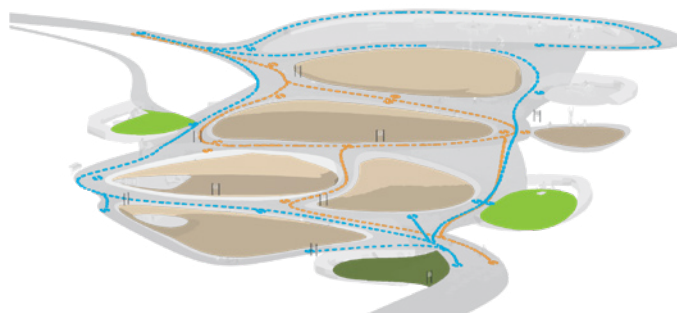
THE UNIVERSAL PLAYGROUND DESIGN



Large playground

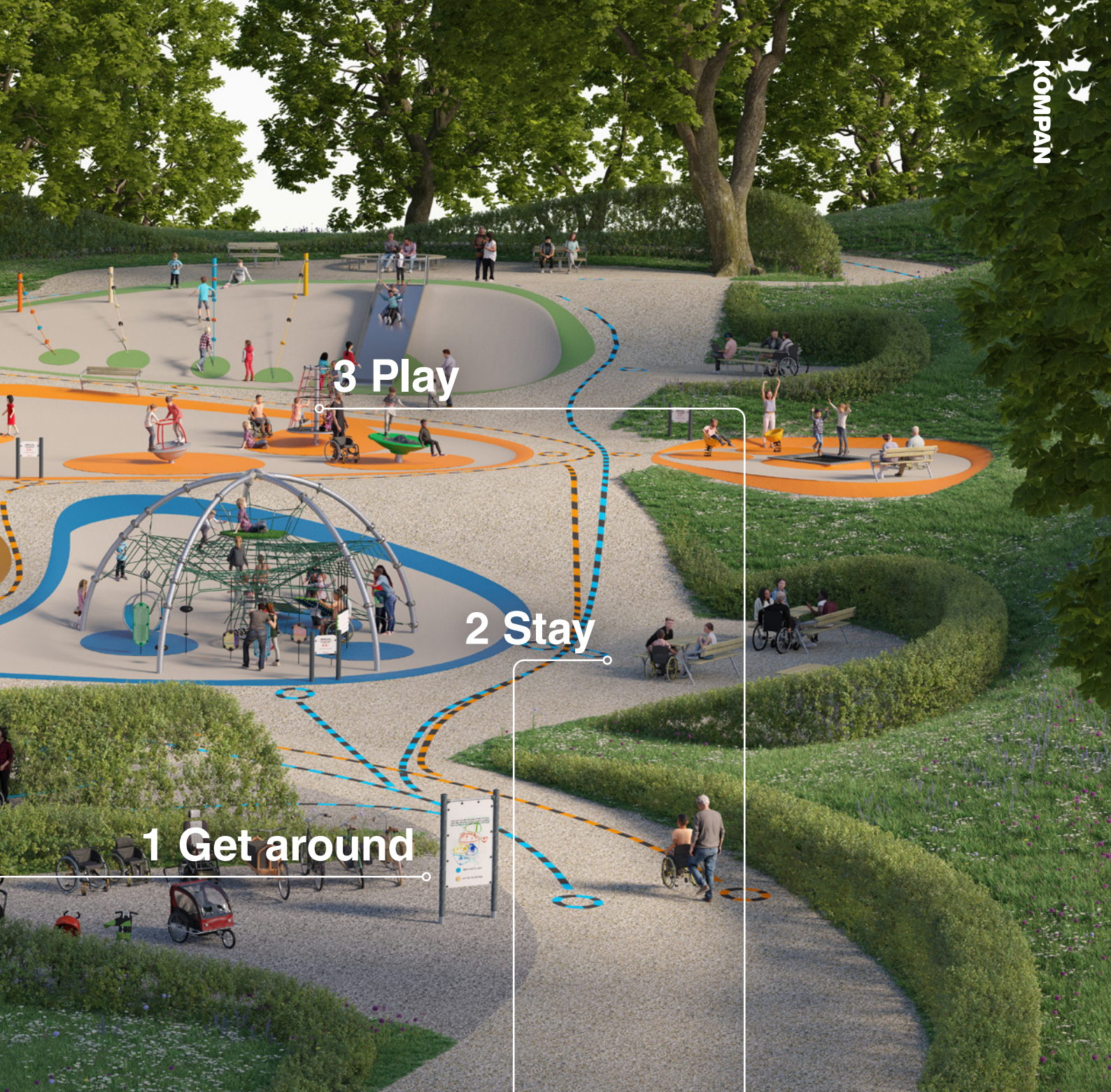
Can I get around? Can I stay? Can I play?

A playground is only ever as good as the individual child's experience of the play possibilities. The playground can encourage or inhibit play through its location, design and equipment. Children of all abilities report that the physical thrill and the social connectedness in play are the main attractions. All children are different, and yet the vast majority of them are united in an inherent urge to play. Some, however, cannot access play as easily due to disabilities or deficits. These illustrations show the layers of planning:



1 Get around

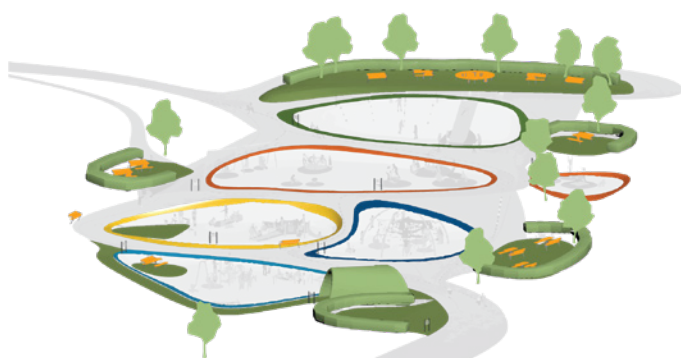
Paths with guidance to make it possible to get to and around equipment and navigate the overall playground.



1 Get around

2 Stay

3 Play



2 Stay

Enable staying for all with clear marking of functionality and respite areas.



3 Play

Make play possible by offering varied play options with clearly marked functionalities.



Medium-sized playground

The medium-sized playground should present thrilling play, quieter play, group and individual play, respites and guidance. It should follow the same guidelines for getting around, staying and playing as the big playground.

INVISIBLE INCLUSION FOR ALL:

Can people get there, can people stay, can people play?

The layers of truly inclusive playground design centre around three questions*: Can users get around there? Can they stay? Can they play? In the playground case (page 6), the three layers of planning show what to consider.

Getting around: Access and wayfinding

Accessible paths and safety surfacing are mandatory for access. In our example playground (p.6), paths wide enough to make space for assistants lead to play zones, and the safety surfacing is accessible for all, including wheelchair users. Users can get all the way to and all the way around play equipment.

Neurodiversity-friendly navigation

Accessibility as a neurodiversity-friendly asset means help with wayfinding in the playground. Maps, signs and play-zone guidance will help many users, especially those with difficulties navigating many sensory impressions at a time, including many users with AD(H)D or ASD. Good maps for wayfinding at the entrance and an entrance that offers seating will help. Recognisable markers of routes to wilder and quieter play areas and respite areas are helpful. In the case of page 6 and the small and medium-sized playground examples on this page, orange lines lead to wilder active play, and blue lines lead to quieter play zones.

The rise in neurodiversity diagnoses, such as attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD) or autism spectrum disorder (ASD), calls for additional measures to be considered

Staying in the playground

The inclusive design focuses on retention and extended stays, which means considering users' need for variation, zones of diverse play and points for breaks. If these points are relatively close to the playground, children needn't fear that the break is the end of play.

Benches generously spread for breaks at the play zones make it possible for users with walking problems to stay longer in the playground, whether young or old.

Neurodiversity-friendly stays

When designing neurodiversity-friendly playgrounds, edges of functionality should be signalled. Using colour and texture contrasts around play zones and signalling changes in types of play activities will help guide users in seeking out or avoiding certain activities. Responsive play activities, such as swings, rotating equipment or slides, can be marked out with contrasting colour dots in the surfacing under them to assist users. For users with vision impairment, the textures of the ground and contrasting colours around play zones can help with way-finding and functionality indications; for example, explanatory signs that aid communication will help many.

Sensory Play

Sensory play areas and paths can be a wonderful asset. Sensory tunnels or paths, sand areas and various sensory inputs offer the possibility of quieter or deeper play.

Variation in the playground

Variation in play activities is mandatory for inclusive playground success — the seven principles for good playground design state what to look for when selecting suitable play activities. Thrill activities should never be underwhelming in the thrill or activity level since thrill is a success factor for all children across abilities. But play equipment should appeal to more than the daredevils only. Respect the desire for social play for smaller and

bigger groups of children and the need for individual play, for instance at play panels or on single-use active play equipment, is essential.

A good, inclusive playground design applies the realistic rule of thumb that all users cannot do everything, but all users should be offered something, preferably as much as possible, that they can play on or with.

Medium and small-sized playgrounds

For the smaller playgrounds the same design principles apply as for the destination playground. The orange area (see pictures) with spinning and swinging activities has individual and group play options for wilder or milder activity, as some users enjoy the arousal of wild play and others prefer complete control of equipment movement. Slower and faster spinning equipment will provide variety for group play or individual use.

Some children prefer to avoid physical contact but would still like to play with others. This is possible when two spinners are placed close to each other. Avoiding direct contact is also possible on seesaws and swing sets.

Responsive play activities, such as swings, rotating equipment or slides, can be marked out with contrasting colour

Individual Play

Please note the possibilities around this playground for individual play at all play zones, with play panels that can be played on at the outskirts of the zone for children who prefer to play individually for longer or shorter periods.

Rope Play

For net play equipment, a wide range of intriguing ground-level play options should be part of the design. In the example playground on page 8, the Sensory Dome holds various opportunities to lay in a net on ground level and feel the movement of others. Different visual, tactile and creative play options provide rich play options on the ground level. The nets allow for conversations and eye contact across the unit.

* Everyone Can Play: The New South Wales Guideline to Create Inclusive Playgrounds. (2019)

The smaller playground needs varied play activities, respites and clear markings of functionalities.



Small-sized playground



INCLUSIVE PLAYGROUND CHECKLIST

Can people get around, can people stay, can people play?*

There are scientifically validated and practitioner-supported design insights to help make the playground equitable in its offerings and universally playable. As a rule of thumb, what's vital for some is often valuable for all.

A playground is only ever as good as the individual child's experience of being seen, heard and included. The playground can encourage or inhibit play with its location, design and play equipment.

Children of all abilities report that the physical thrill and the social connectedness in play are the main attractions.

All children are different, yet most of them are united in an inherent urge to play.

Since 40% of children with disabilities are estimated to have more than one disability, inclusive playground planning calls for universal design thinking: Solutions should not be too specialised but should allow all to access, stay and play.

Play activities should not be underwhelming in activity level but should, on the other hand, appeal to more than the daredevils only.

The playground can encourage or inhibit play with its location, design and play equipment

* Everyone Can Play: The New South Wales Guideline to Create Inclusive Playgrounds. (2019)

CAN USERS GET AROUND IN THE PLAYGROUND?

Scan for the following playground design features:

Yes No

Gates okay for assisted access and assistive devices:

- Entrance wide enough to pass through with assistant?
- Opening handle placed within reaching distance?

Features incorporated to aid spatial orientation, communication and guidance

Transparency in design enabling easy overview and navigation of the playground

Easy access to and around all play equipment

Edges in contrasting textures and colours to aid visually impaired users

Height of slopes used with consideration for assistive mobility devices, e.g. wheelchairs

Accessible seating options along paths, seating and table options at the entrance and near play equipment

Enough space for assistants and wheelchairs to pass each other, on paths and around play equipment

CAN USERS STAY IN THE PLAYGROUND?

Check for a playground that offers:

Yes No

Restrooms and drinking water close by

Shading

Accessible seating and table options

Colour contrasts on surfaces to assist guidance:

- Contrasting colours on surfaces at play transitions or play-zone changes
- Contrasting colours on surfaces around moving play equipment, e.g. rotating or swinging equipment
- Colour schemes with consideration for visual impairments, e.g. colour blind users

Signage that aids communication

List of play ideas, how-to-use guides

Social play areas — things to do together regardless of ability or age

Solitary play areas, e.g. play panels or individual rotation pieces

Quiet areas to withdraw to

Natural elements, e.g. plants with a clear scent, to help wayfinding and orientation

CAN USERS PLAY IN THE PLAYGROUND?

Check if equipment is designed with:

Yes No

Ground-level accessibility and usability

Play from all sides (360-degree design)

Transparency and clear design signals

Spaciousness to support diverse body sizes, abilities and positions

Multifunctionality: more ways of use, access and egress

Independent use for all, e.g.:

- Elevated activities, e.g. raised sandboxes
- Wheel-on play equipment, e.g. carousels or ramps to relevant elevated play activities

Variation in play functions:

- Solitary play
- Social play in smaller and bigger groups

Accessible themed play equipment

Sensory play variation:

- Tactile
- Visual
- Auditive
- Proprioceptive

Thrilling play functions; e.g. speed, height

Users involved in design

Scan the QR code to access the Inclusive Playground Design Checklist and read the research behind it.



ACORN PARK SEN SCHOOL FOR CHILDREN WITH ASD

CASE STUDY: Acorn Park School is part of the Outcomes First Group, which runs around 40 Special Educational Needs (SEN) schools, colleges and homes for municipalities across the UK. Acorn Park School is for children diagnosed with Autism Spectrum Disorder (ASD) to an extent that makes it too demanding for them to join their local school.



The varied climbing and meeting options combined with the possibility of individual breaks at the top of the Explorer Dome makes this a versatile inclusive play structure.

Acorn Park School's commitment is to Care, Grow, Strive and Thrive. There are two school rules: Always be Kind and Always do your best. With 30 acres of school land, shaped as a farm village with colourful cottages for living, therapy and school classes, pupils, teachers, and caregivers can walk the outdoor grounds and playgrounds securely, enjoying a holistic approach to schooling, with care for

vegetable gardens and farm animals as part of their everyday life.

The outdoor playground update took place in 2023. The school's specialists were part of a collaboration with KOMPAN UK to plan the grounds, taking into consideration not only the varied ASD symptoms of the children but also their diversity in age, sizes, needs and ability.

The playground design is varied and transparent: it is easy to overview the playground thanks to the thoughtful lightness in the design of the play structures, including the tall ones that might otherwise have blocked the view. Each zone and play equipment selection has guiding signs explaining

wilder or more soothing play activities. These include playground equipment that stimulates visual and auditory sensory input and body awareness. The signage helps children, but also caregivers and therapists, who do not necessarily know how play equipment can benefit the sensory development of the pupils. They will know where to find wilder or more soothing moving play equipment for play in groups or on their own.

The pupils need to swing, climb, spin and move in various ways, repeatedly, over a long period of time, to build up the age-typical sensory skills. The various movements help children not only build body awareness but also regulate feelings.

Peter Marshall, Head of Services, expresses how the new playground and equipment help children cope with different emotional states. In a sulky state, a child may climb high up into a net one morning to be alone. 'The focus for us is that the young person can have his needs for solitude and thrill met in a safe way, with the right safety surfacing, and enjoy the time alone until he is ready to re-engage

The various movements help children not only build body awareness but also regulate feelings

The Giants for thrilling heights and sliding

The MUGA and climbing area for the oldest children

Play markings for play and learning games

The adjacent Explorer Dome for climbs and breaks



‘The focus for us is that the young person can have his needs for solitude and thrill met in a safe way, with the right safety surfacing, and enjoy the time alone until he is ready to re-engage in the group and in learning.’

Peter Marshall
Head of Services, Acorn Park School



The swaying Loop enables the need for playing on your own close to peers, to avoid the feeling of exclusion.

with the group and in learning.’ Peter Marshall continues: ‘The impact of the playground has been quite easy to measure. Due to the fact that we now have that sort of space to deal with that emotional space, our rates of restraint have fallen by nearly 90%.’

‘The ability to have a wide variety of play equipment broadens our ability to offer the right curriculum to the children’, says Headteacher Philippa Whipp.

‘All our pupils have difficulties with their sensory needs, and they need support to express their feelings. They can use the equipment to regulate or calm down, or they can use it to arouse. They find out what to do where through the signage’, continues Selina Wightman, Therapy and Wellbeing.

‘The signs and the play equipment extend their ability to express and regulate their emotions. This makes it

easier for them to concentrate when they are back in the classroom,’ she says.

The pupils take pride and pleasure in their new playground. In the words of a secondary-school pupil: ‘When I saw this, I thought that this is the best thing that I have ever seen. It’s amazing.’



‘Children with and without disabilities like playful challenges and simply want to play with their friends. By playing together, children develop their physical skills and learn naturally; from the beginning, diversity is normal.’

Christina Marx

Member of the management board, Aktion Mensch



A rich variation in play activities with wilder and quieter play available aids inclusion.

Accessible age-appropriate play equipment with a variety of functions.

The transparent MUGA invites ball games for all.



The inclusive playground is valuable for the whole community as all can play together.

TIMMELER MEER RECREATION CENTRE

CASE STUDY: Stück zum Glück: One of 50 inclusive playgrounds in Germany, by Aktion Mensch, Procter&Gamble and REWE.

After five years of fundraising for and making inclusive playgrounds in Germany, 50 truly inclusive new play areas have occurred nationwide. Aktion Mensch, the largest private fund organisation in the social sector in Germany are funding the project Stück zum Glück (Piece of Happiness) together with Procter & Gamble and REWE. The organisation arose because children with disabilities in Germany rarely have access to playgrounds with the idea of showing good examples of playgrounds for all children.

The 50 playgrounds from Stück zum Glück are special, as less than 2.2% of German playgrounds have inclusive and accessible play equipment. 80% of German playgrounds do not provide space for play interaction between children with and without disabilities. This is the conclusion of the study "Inclusion in German Playgrounds" made by the FIBS Research Institute of Inclusion through Physical Activity and Sport and Aktion Mensch.

Based on the study, Aktion Mensch has published a set of playground recommendations. The main points are*:

- The playground and play equipment should be independently usable for all children, regardless of whether they have a disability or not.
- There should be varied play equipment so that all users can find something to play with — unassisted if desired — and so that everyone has the opportunity to play together.
- The playground location and layout should consider all users, e.g. in terms of parking, toilets and rest points in close proximity.
- From the start: people with disabilities should be involved in the development and implementation of the playground.

Christina Marx, a member of the management board, Aktion Mensch, says:

'Children with and without disabilities like playful challenges and simply

want to play with their friends. By playing together, children develop their physical skills and learn naturally; from the beginning, diversity is normal.' An example of a brilliant Stück zum Glück playground is the Timmeler Lake inclusive playground. The regional mayor, Silke Bergmann, says that the effects of the playground are not solely beneficial for users with physical and other disabilities but valuable for the whole community as all can play together. The social glue in the fact that everyone is welcome and has access to fun play possibilities is one of the most welcome outcomes of the Timmeler Lake playground.

* Inklusion auf Spielplätzen in Studie untersucht | Aktion Mensch (aktion-mensch.de)



Access to centrepieces of play is a
fundament of equity in play.

BUCCANEER BAY, CENTRAL PARK DARTFORD BOROUGH COUNCIL

CASE STUDY: Central Park in Dartford lives up to the city's mission of having an offering that appeals to all children, including children with various disabilities. Jeremy Kite, MBE, Dartford Borough Council's leader, says: 'Our playground in Central Park was worn down. The aim was to establish a new play environment with a distinctive, immersive playground that would benefit the borough's children for years to come.'

‘The themed equipment encourages imaginative play, which is commonly popular with younger children as well as many children with learning disabilities, who often show the play behaviours of younger children.’

Jeremy A Kite MBE
Councillor



Ground-play elements cater for social as well as solitary play.



Themed play equipment spurs imagination. A 360-degree design includes children with assistive devices.

With a pirate theme as the central narrative, told through a series of individual state-of-the-art play equipment designs that tie nicely together thematically, the council could specify a playground that appealed to a wide age span and abilities with many varied activities. Since variation is one of the main success criteria in truly inclusive playgrounds, all children can use the Buccaneer Bay playground in Central Park on their own terms.

The council selected inclusive play equipment to complement these key themed elements: pirate ships, whales and light towers, to provide stimulating, thrilling and challenging activities

for children of all ages and abilities to enjoy.

A calm zone (or respite area) was established with sensory play equipment to cater to children with neurodiverse challenges, allowing them a respite when the playground's

A calm zone (or respite area) was established with sensory play equipment to cater to children with neurodiverse challenges

tumble becomes overwhelming. The area is also a choice for children who prefer to play in smaller groups or individually.

The themed equipment encourages imaginative play, which is commonly popular with younger children as well as with many children with learning disabilities, who often show the play behaviours of younger children.

The final outcome has now had more than 140,000 views on YouTube since the opening. Families also travel to Dartford from afar to enjoy the play opportunities of this premier destination playground.



UNIVERSAL PLAY EQUIPMENT DESIGN POINTS

Invisible Inclusion

For each play equipment design, accessibility is one thing. Getting to the play equipment or being offered accessible play options in the equipment is important. However, accessibility is not everything: usability, which allows children to play something relevant and fun once they have accessed the play equipment, is the main feature.

This requires great variety in the choice of play equipment. The seven universal inclusive play equipment principles will help guide the playground design process.

Usability is playability

The play equipment should be universally usable. This implies that as many as possible, with and without

disabilities, and in the relevant play-age range, should be able to use the equipment. Not all children may be able to enter independently, but once they have reached the equipment, they should be able to use it independently. There should be room around and sometimes even in equipment for adult assistants to support and guide when necessary.



Sensory play: vision, touch and auditory equipment aids inclusive play.

Play equipment design principles

On the following pages, a wide selection of different play equipment types meets various requirements of inclusive play. Some can be accessed and used independently, such as the Inclusive Carousel; some are explicitly designed for assistance to play equipment for users with

mobility disabilities. But the design is also made for independent use once assisted to, e.g. the ramped slides, the Tipi Carousel or the Inclusive Net Twister. Other designs are designed primarily for ground-level use, such as many of the dramatic play pieces, e.g. playhouses or ships.

The seven principles open up for inclusive design thinking for playgrounds that makes inclusion for all universal.

1

Ground-level accessibility and usability

- Interesting activity offered at ground level or from ground-level access point
- Playground centrepieces' accessibility

2

Responsive or thrilling

- Physical: responsive and/or stomach-tickling, e.g. spinning, sliding, swaying, bouncing
- Social-emotional: motivates and facilitates social thrill or interaction
- Cognitive-creative: manipulative elements, sound, tactile or visual variety, explorative play items

3

Play from all sides: 360-degree design

- Play from all sides: equipment can be played with from all sides
- More than one entrance and exit

4

Explorative and dramatic play

- Equipment offers options for play exploration
- Equipment has recognisable themes
- Play panels offer activities that can be used from both sides if desired. This enhances and motivates social interaction

5

Transparency in design

- Clear colour and design signals. This supports orientation for a range of users
- Transparent to the widest possible extent. This facilitates communication through, in and around equipment

6

Multifunctional whenever possible

- Offer space for varied body positions
- Offer individual and group usage
- Offer independent use whenever possible

7

Sensory Play

- Ensure sensory play variation, e.g. tactile, visual, auditory and proprioceptive play variation

SPIN

Spinning and rotation train the sense of balance and children's proprioception: their sense of the force and adjustment of body movements needed, for instance when clapping, pouring or walking stairs without looking down. The sense of balance is essential in governing the motor system, helping children walk, run, ride a bicycle and eventually sit still on a chair without falling.

For children on the autism spectrum as well as for children with a range of physical disabilities or impairments, training the sense of balance helps their ability to function more independently. Some prefer slow and easily stoppable rotation; for instance, many children with hypersensitivity feel easily overstimulated.

Others are invigorated by wilder spinning; for example, many children with hyposensitivity feel easily understimulated. This selection of play equipment allows for wilder and milder rides for unassisted and assisted use.

INCLUSIVE TWISTER

COR20330

Transparency
in design



SUPERNOVA

GXY916

Multifunctional

- Children can play pushing or being pushed, lying, seated, standing, alone, together and at different ages and abilities
- Assistance and supervision are easy, from both sides
- Easy to get on and off

The division into ring sections designates personal space for users who need that

The grooves support grip

SPINNER BOWL

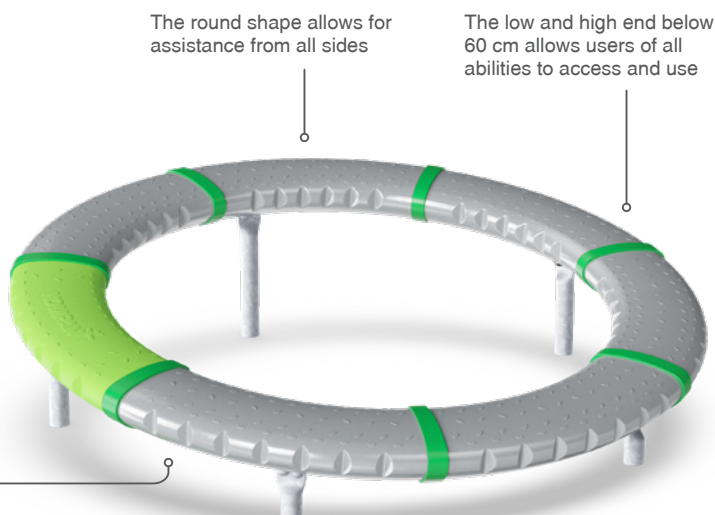
ELE400024

Multifunctional

- Can be turned through own body movements or with help from friends or caregivers pushing
- Can also be pushed from a wheelchair position

Supportive sides when seated support a wide spectrum of mobility impairments due to the height

The open design allows room for assistants



SPICA 1

GXY8014

Standing or seated spinning — possibility to stop rotation with feet in seated position

SCOOTER CAROUSEL

PCM160



The round shape allows for assistance from all sides

The bump in the middle adds a support point

The low and high end allow users of all abilities to access and use



SPINNER DISC

GXY959

Responsive and thrilling

- Children can play pushing or being pushed, lying, seated, standing, alone, together across different ages and abilities
- Assistance and supervision made easy
- Easy access and egress

TIPI CAROUSEL WITH TOP BRACE

ELE400065

360-degree design — play from all sides

3-SEATER CAROUSEL

PCM153



Top frame adds good support for standing, rising, holding tight and back support

Side supports ensures good grip for pushing, pulling or holding tight



Spacious platform with sides allows for various body positions, seated, lying, standing and for multiple users

Shallow entry supports easy on-and-off for children with physical impairments

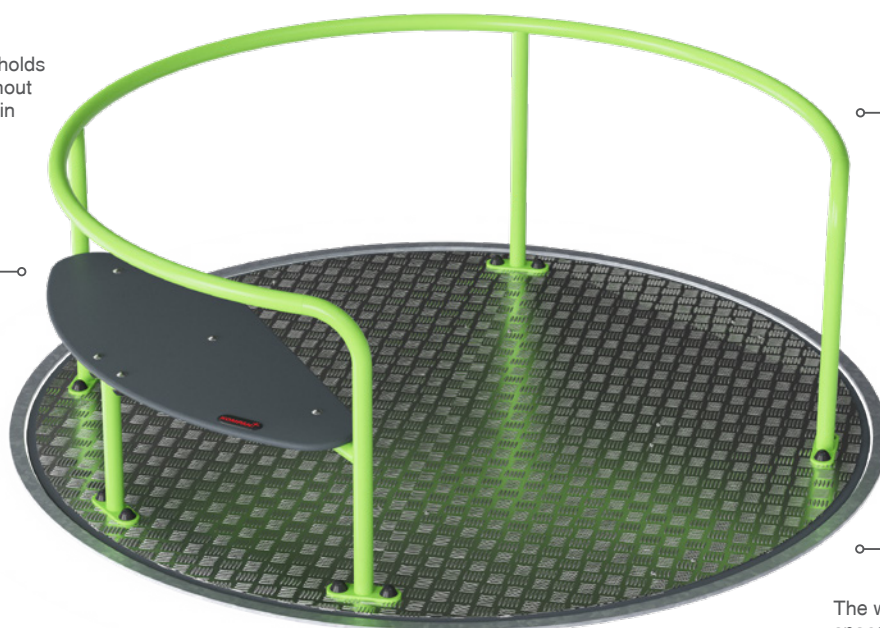
UNIVERSAL CAROUSEL

PCM157

360-degree design — play from all sides

The spacious platform holds many users with or without assistive devices, to spin and play together

The bench is placed to ease entry/exit



Handrails and side poles - make pushing and pulling easier - support standing or sitting

The wide entrance allows space for assistive devices and wheelchairs

ROCK, SWAY, BOUNCE AND SLIDE

Any responsive play equipment will train children's understanding of cause and effect and essential motor skills such as proprioception (the force and adjustment of movements needed to, e.g., jump higher or lower on a membrane). Bouncing, jumping, sliding, swaying and rocking train spatial awareness, combining visual eye tracking with body movement — this is fundamental for all children to function well and move confidently through space.

The following selection of play equipment offers wilder and milder movement across age ranges and physical ability levels. Users with physical disabilities, e.g. walking impairments, may need assistance to get onto the play equipment; however, the spaciousness enables assisted support once using the play equipment.

MINI HAMMOCK

PCM804



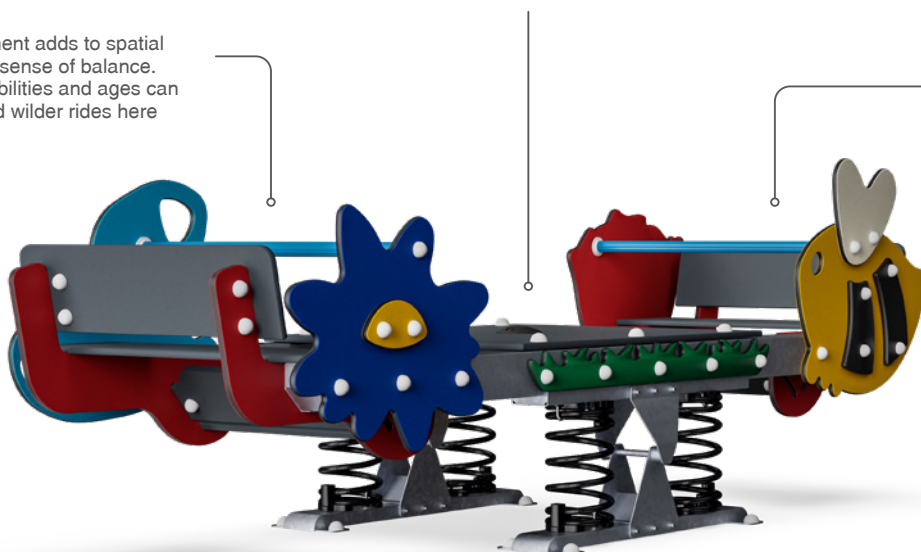
HOME SEESAW

M186

The broad spacious platform in the middle supports a range of body positions, lying, seated, standing

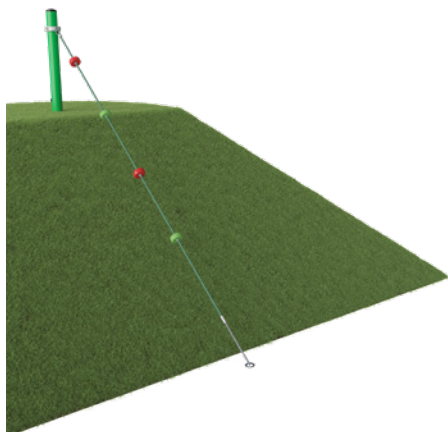
Rocking movement adds to spatial awareness and sense of balance. Children of all abilities and ages can enjoy milder and wilder rides here

Back rest, broad foot and back support adds extra support



HILL CLIMBER ROPE WITH EPDM

CRP630301



EMBANKMENT SLIDE, 1.5M WIDE

KSL30303



HAMMOCK WITH GALVANISED POSTS

PCM805



SPRINGER BOWL

ELE400066

Responsive and thrilling

- Can be rocked through own body movements or by friends or caregivers helping
- Can also be pushed from a wheelchair position

The open design allows room for assistants

Supportive high sides ensure a secure seated position for various users



WEHOPPER

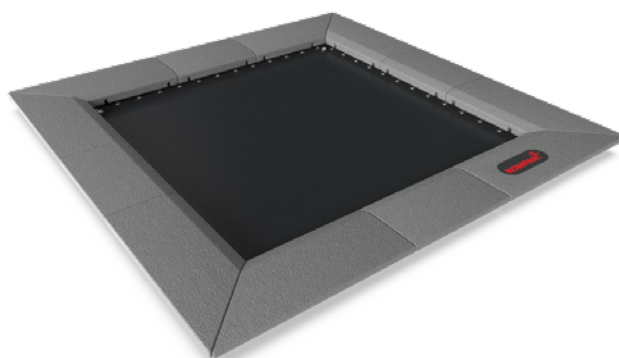
PCM159



Size of membrane and inclined tiles allow for assisted access, egress and use for non-motorised wheelchairs

JUMPER SQUARE, 150X150CM

JUM104



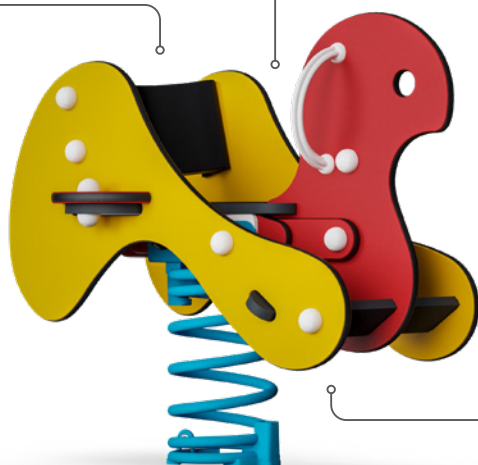
CRAZY GANDER

M106

The vertical handgrips ensure a firm grip at different heights

The soft back rest has been developed to add soft, extra back support

The closed sides ensure side support where the child is seated



The broad foot and calf support works for children with walking disabilities, as well as for all other children

Low sides in front facilitate transfer in and out of the Crazy Gander

CLIMBING COMBINATIONS AND RAMP STRUCTURES

Ground-level accessibility, usability and playability are success criteria for any climbing event or higher structure. These are often centrepieces of the playground, and a common challenge is that they are hard to use for children or parents with mobility disabilities, especially those who cannot get out of their wheelchairs. As height is a main thrill for children in playgrounds, it is a challenge to balance the needs of both user groups. Not everybody can do everything in the playground, but everybody should have a chance to play with something, preferably with friends. Transparency in the playground will help children navigate and stay in sight, ensuring that all children and caregivers can communicate across heights.

Ramps or embankments are the best solution for children and caregivers who cannot function outside their wheelchairs, as they provide access to higher platforms. For children and caregivers who can, well-thought-out handles, support steps and accessible stairways can do the job. This category offers a variety of climbing and height options for diverse groups of users.

CROOKED DEN
NRC200101



PATHFINDER
PCE305121

Ramp allows access for all and offers varied play at turn areas

Sand-play corner adds tactile and explorative play options

Double slide allows for caregiver assistance and social play

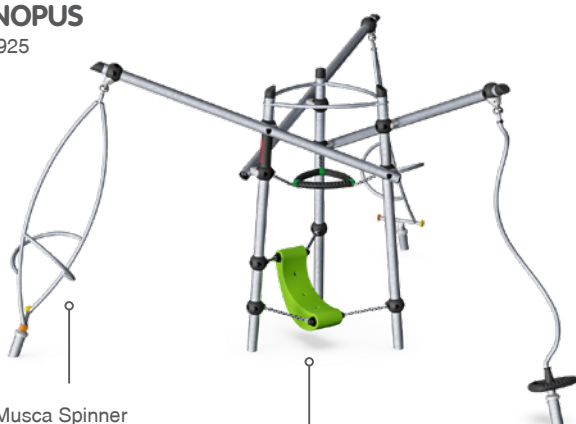
Curly climber supports the seated position and grip when rotating downwards



CANOPUS
GXY925

The Musca Spinner can be used from a seated position and pushed from the outside or worked from the inside

The play shell can be accessed from the ground level and provides attractive seating



ROBINIA RAMP STRUCTURE
CUSTOM (NRO896841)

The sand play supports manipulative play, cognitive stimulation and play with peers for all abilities

Access via ramp with hand-holds that offer two support heights



SENSORY DOME

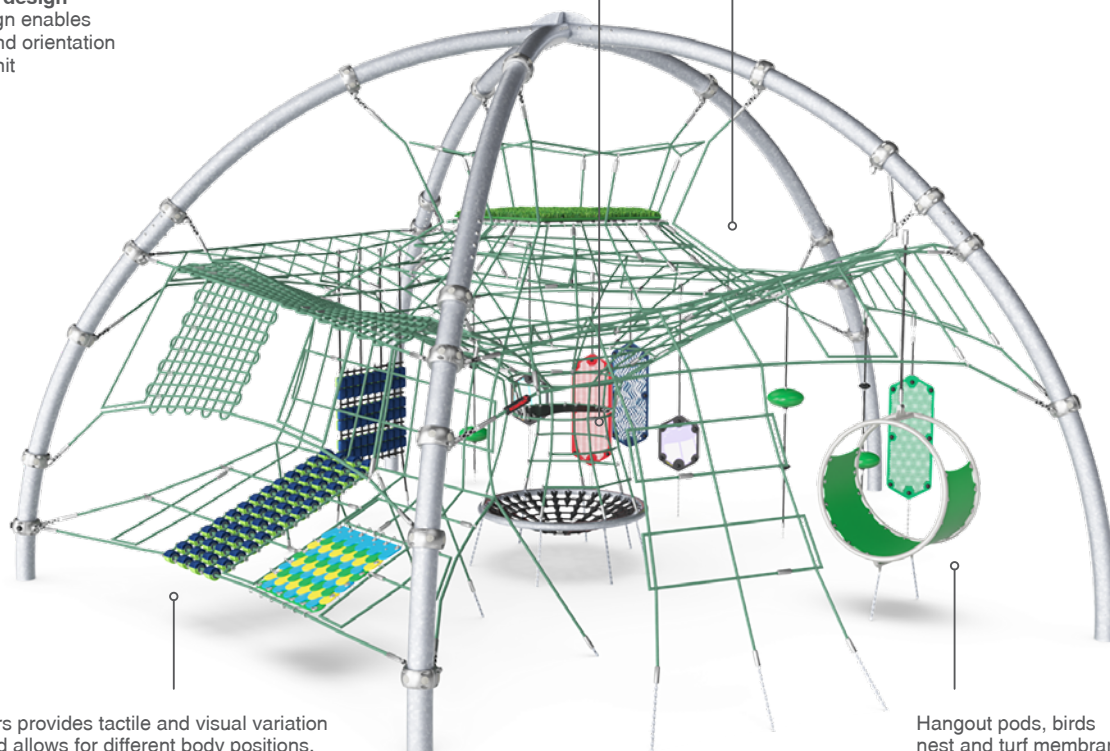
CRP812001

Transparency in design

Transparent design enables communication and orientation across the play unit

The dichroic and moiré optic panels add visual variation and stimulation

Rich variation of play elements, play movements and body positions



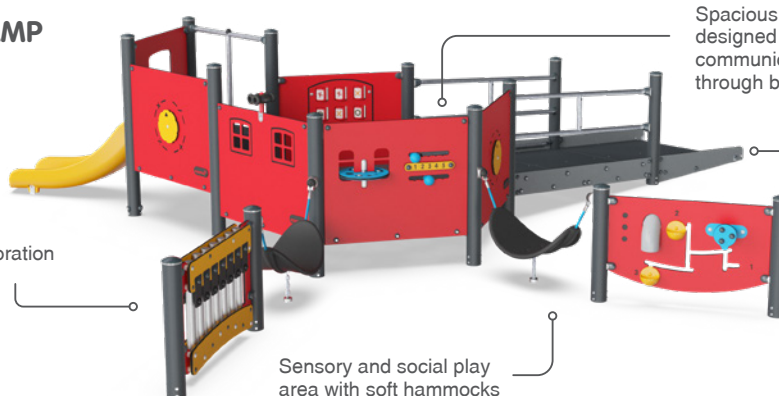
The net with rollers provides tactile and visual variation and feedback, and allows for different body positions. The children can feel the movement of their peers climbing and be part of play when staying here

Hangout pods, birds nest and turf membrane add varied tactile and movement response

PLAY TOWER WITH RAMP

PCM103031

Play panel for exploration and music panel



Spacious turning space designed for breaks and playful communication with the outside through binoculars and turn disc

Access via ramp with hand-holds that offer two support heights

Sensory and social play area with soft hammocks

PLAY TOWER

PCM101021



DOUBLE MEGA DECK WITH TOWER

PCM200431



DRAMATIC AND EXPLORATIVE PLAY

Themed play — playhouses, trucks and boats inspire make-believe play for all children. Pretend play is a universal play category and appeals to most children, including many children with learning deficits or other cognitive or neurodiversity diagnoses. Dramatic play, or make-believe, is an amazing source for developing communication and language skills and social-emotional skills such as empathy.

Manipulating moveable play elements in play equipment or playing with sand and water are explorative and creative play activities that support curiosity and creativity. They are wonderful sources of deep play and social play. The sensory effect in this type of play greatly benefits children's understanding of materials and their characteristics; for instance, sand is different when wet than when dry. This selection of play equipment spans a wide range of motivational elements for dramatic, creative and social play.

FOREST GIRAFFE

MSC5416



WATERFALL WITH SAND TABLE

PCM505

Ground-level accessibility

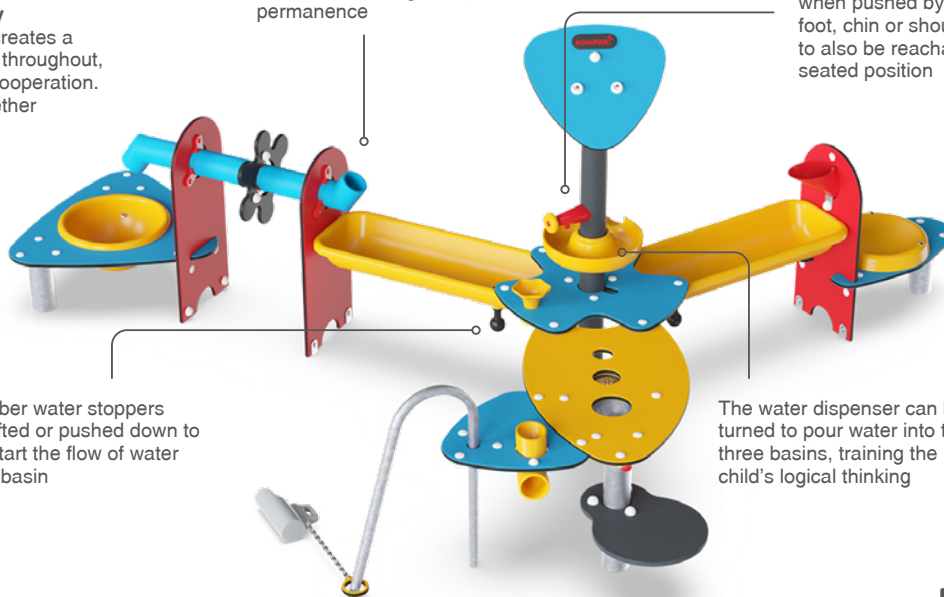
The star-shaped structure creates a frame enabling eye contact throughout, facilitating social play and cooperation. Room for many to play together

The Blue Tube is a fun place to shift water through, training the understanding of object permanence

The water fountain opens when pushed by hand, elbow, foot, chin or shoulder. Placed to also be reachable from a seated position

The Rubber water stoppers can be lifted or pushed down to stop or start the flow of water from the basin

The water dispenser can be turned to pour water into the three basins, training the child's logical thinking



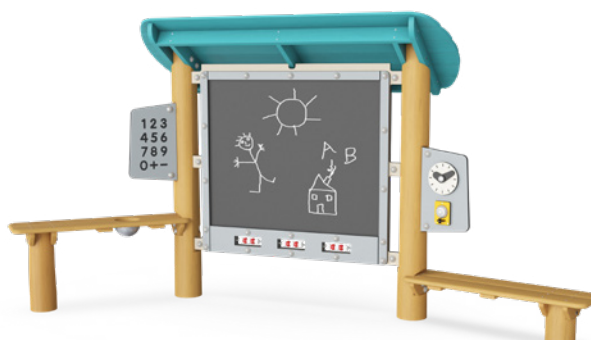
FOREST LAKE BOAT, WITHOUT FLOOR

NRO520



PLAY & LEARN COLLEGE

NRO611



FOUNTAIN

M593



HOME & GARDEN

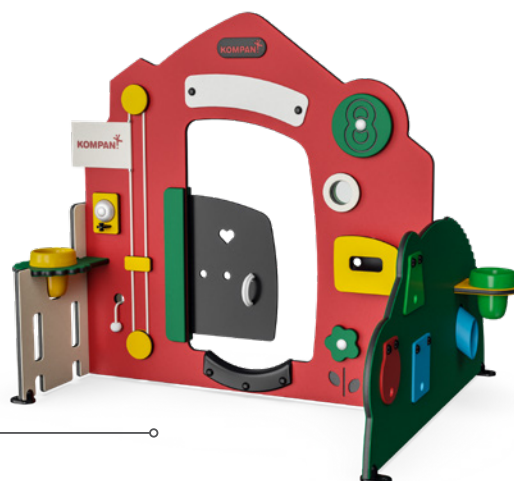
MSV601

360-degree design — play from all sides

The theme of home and garden is easy to relate to and spurs conversations and imaginative play

Varied tactile, visual and auditive details allow for exploration for all abilities

The open design makes it possible for all to access, communicate and navigate across the play unit



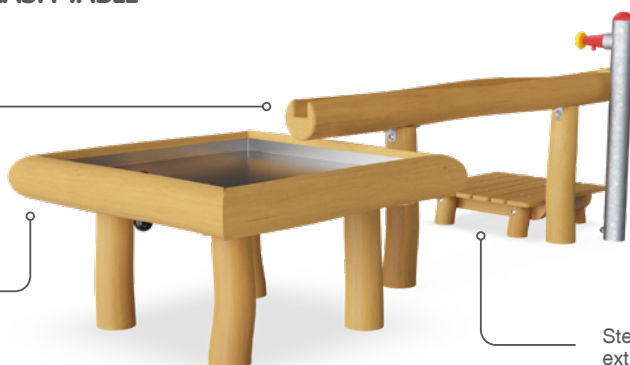
WATER CHANNEL WITH SPLASH TABLE

NRO508

Water channel leads the water, which is great for cooperation and communication between the children

Splash table plug can help easily regulate the amount of water in the basin and trains logical thinking and cooperation

Water tap push button can be used by all, allowing for the understanding of cause and effect and object permanence



Step helps children who need extra height to maneuver the tap and water channel

PETROL STATION WITH 2 PUMPS

NRO513



THEATRE & MUSIC COTTAGE

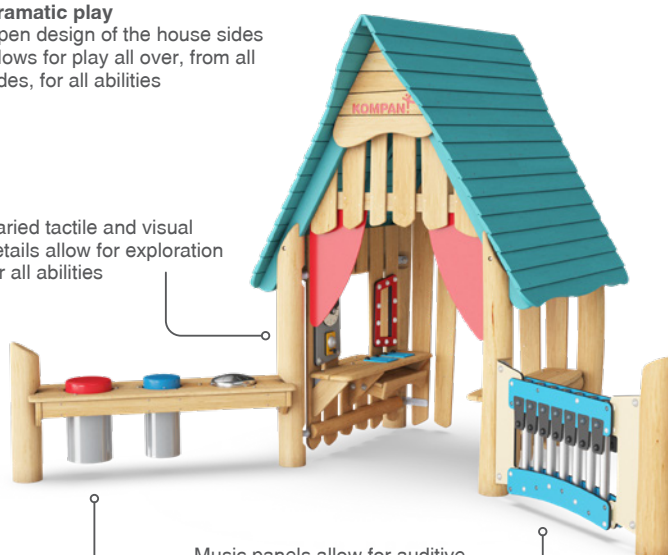
NRO606

Dramatic play

Open design of the house sides allows for play all over, from all sides, for all abilities

Varied tactile and visual details allow for exploration for all abilities

Music panels allow for auditive as well as tactile variation and stimulation



UNITRUCK

NRO560



PLAY PANELS AND SENSORY PLAY

Solitary play possibilities in playgrounds are for when children seek time to play alone for longer or shorter periods. To many children, this is a need. Play panels of varied types are welcome elements for all children. The most popular among children offer manipulative, tactile and texture variation and cause-and-effect elements. Other sensory inputs such as sound, tonality and visually intriguing elements are also highly stimulating for children, including children with neurodiverse challenges.

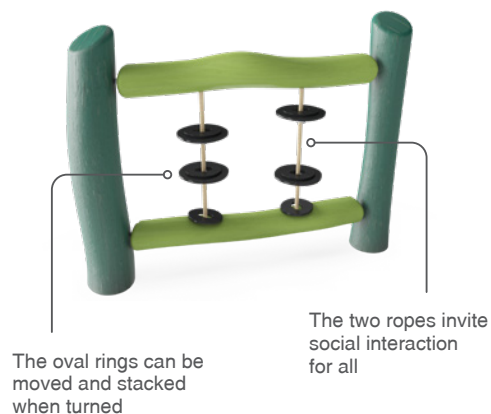
Sensory play equipment is a wide category that offers interesting seeing, hearing and touching activities. The sense of touch is essential, as the tactile input is gathered in the entire body through the skin. Elements that children can lie on, feeling different tactile stimuli and movements, are often soothing, as seen in the category of Fun Points, but also in, for instance, hammocks or membranes (please see this category page 22). This selection of play equipment offers various sensory stimuli for playing alone or in smaller groups.

STACK & TURN PLAY PANEL

NRC60101

Sensory play

Tactile variation and manipulative details

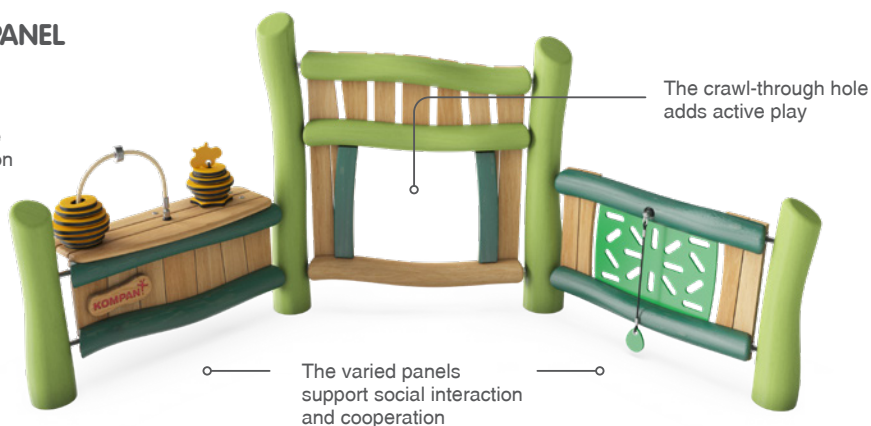


TRIPLE WONDER PLAY PANEL

NRC60201

Sensory play

Tactile variation and manipulative details support sensory exploration and creative play

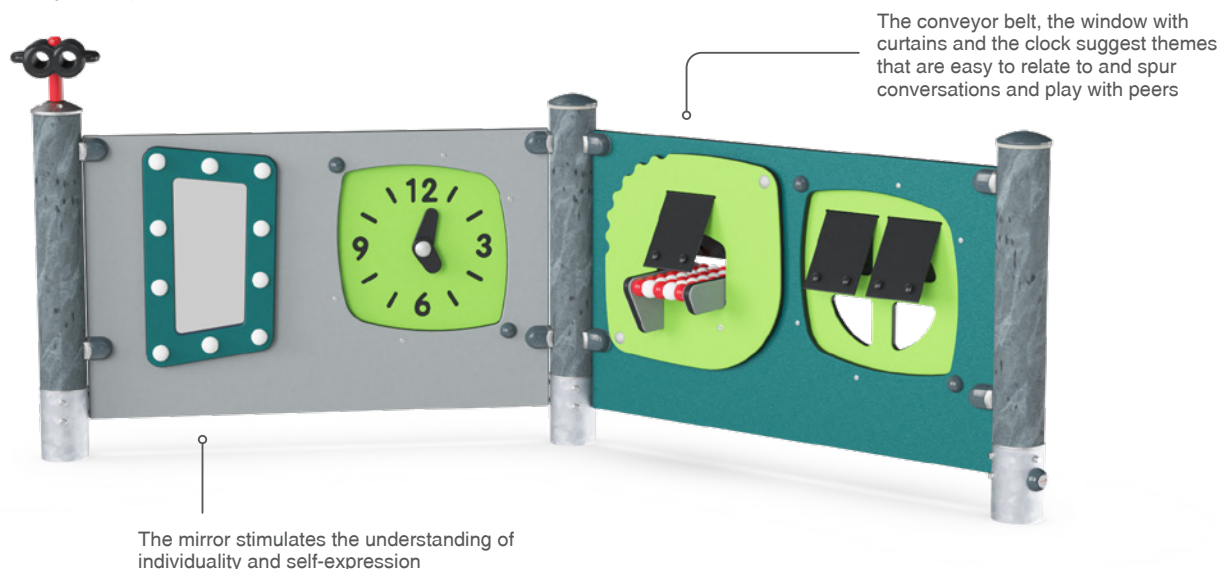


PLAY PANEL – EMOTION

CUSTOM (PCM003221)

The two sides invite peers to cooperate and communicate.

The variation of rich and responsive play textures supports creativity and exploration for all



SENSORY MULTI PLAY PANEL

TPP280023



ROLLER BALL PLAY PANEL

TPP280025



KALEIDOSCOPE PLAY PANEL

TPP280027



RATTLE ROLLER WHEEL

TPP280029



FUNPOINT, ULTIMATE

PCT802

Transparency in design

Transparent design makes it possible for all to communicate and navigate across the play unit

Varied auditive, visual and tactile input stimulates exploration, creativity and communication with friends



The swaying hammock and hangout pod provide gentle rocking and add physical and tactile variation

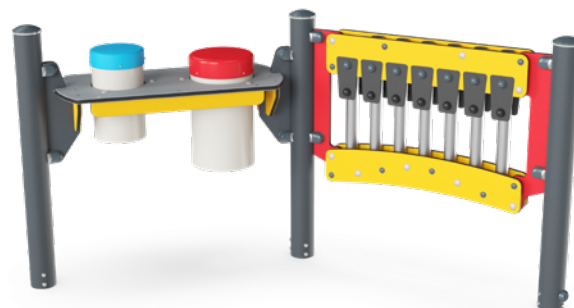
PLAY PANEL HIGH – CREATIVE

PCM003621



PLAY PANEL HIGH – MUSIC

PCM003821



PLAY PANEL HIGH – LEARNING

PCM003921



SWING

Swinging trains spatial awareness as well as the sense of balance. These are important, for example when judging distances and force of movement. Swinging is a highly thrilling activity, whether children prefer a wilder or a gentler ride. Some children will need assistance to get onto the swings. Still, the vast majority will be able to operate one of these options independently, as there is an option for a self-starter function, suspended in four chains, with the Inclusive Swing Seat.

These swing seats have various seating and lying options, alone or with friends and caregivers. Not everyone will be able to use every swing seat, but the vast majority can use at least one.

SHELL NEST SEAT 120CM H:2.5M

SW990091



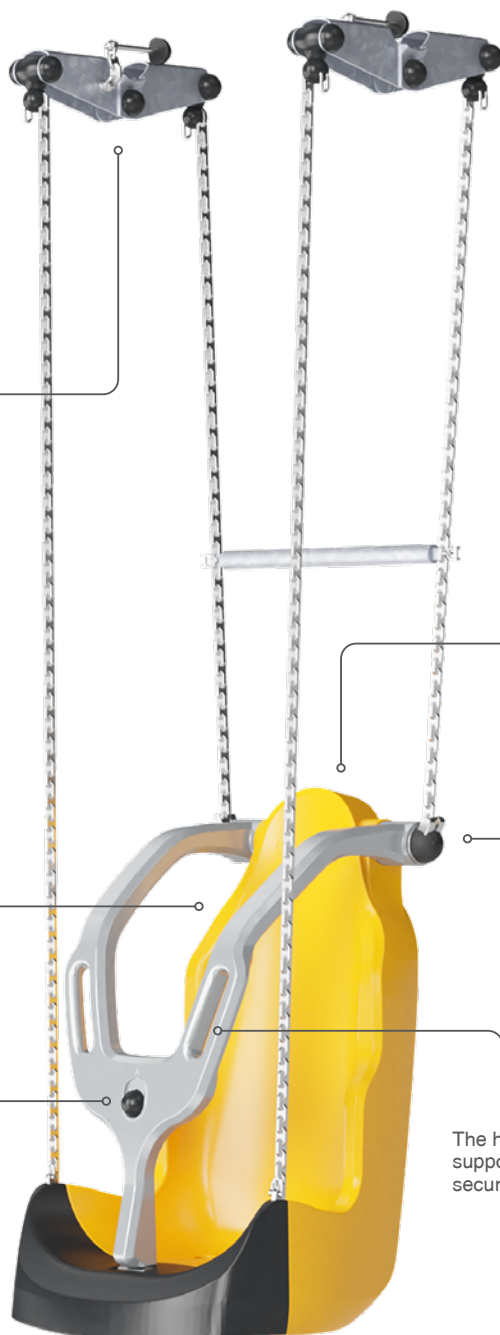
INCLUSIVE SEAT, H:2.5M, 4-CHAIN

SW990207

The 4-chain self-starter function allows for pushing and pulling the seat into motion without assistance

The upright position of the seat supports eye contact and communication between child and parent or caregiver

The harness can be operated with one hand and is clicked open and locked



The seat is shaped to support varied body sizes

The raised position of the harness allows for easy transfer in and out of the seat

The harness has several grip supports to ensure the feeling of security when swinging

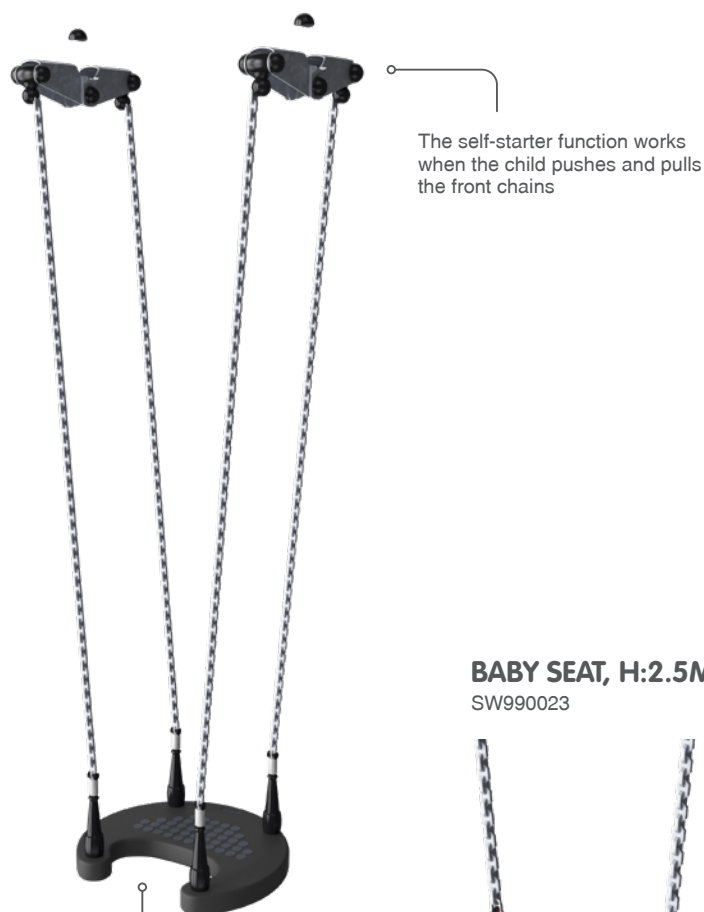
STD. SEAT H:2.5M

SW990011



TODDLER SEAT H:2.5M

SW990031



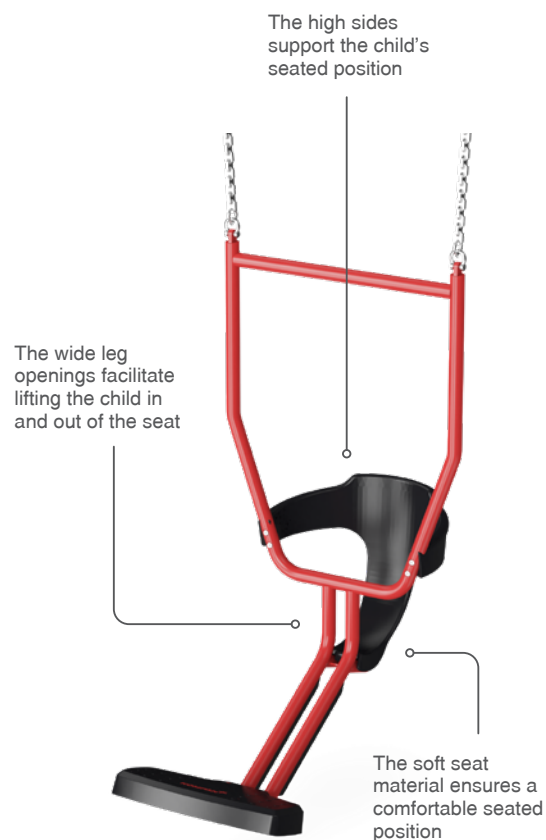
BABY SEAT, H:2.5M

SW990023



YOU & ME SEAT H:2.5M

SW990121



COCOWAVE PENDULUM SWING

M984



COCOWAVE ROPE SWING

NRO915



BENCHES, MEETING POINTS AND SIGNS

Amenities are often the playground elements that glue activities together. Signs that show the playground's layout and amenities are essential to guide users, aid in wayfinding and give an overview of activities. Signs that aid communication for those unable to express themselves in words are also helpful to expressing needs and wishes.

For legs tired of standing, benches and tables are a welcome sight. They should also be usable for users in wheelchairs. For neurodiverse users, e.g. children with ADHD or ASD, the ability to withdraw to a quiet area, with no stimuli, in the playground is decisive for the length of their stay. Offering secluded spaces and meeting points around the playground is important.

PLAY SHELL CLIMBER

CRP201101



AGORA PICNIC – STEEL

PAR4170



AGORA BENCH WITH BACKREST

PAR4051



PLAY PANEL HIGH – COMMUNICATION

PCM003721



SIGN MEDIUM

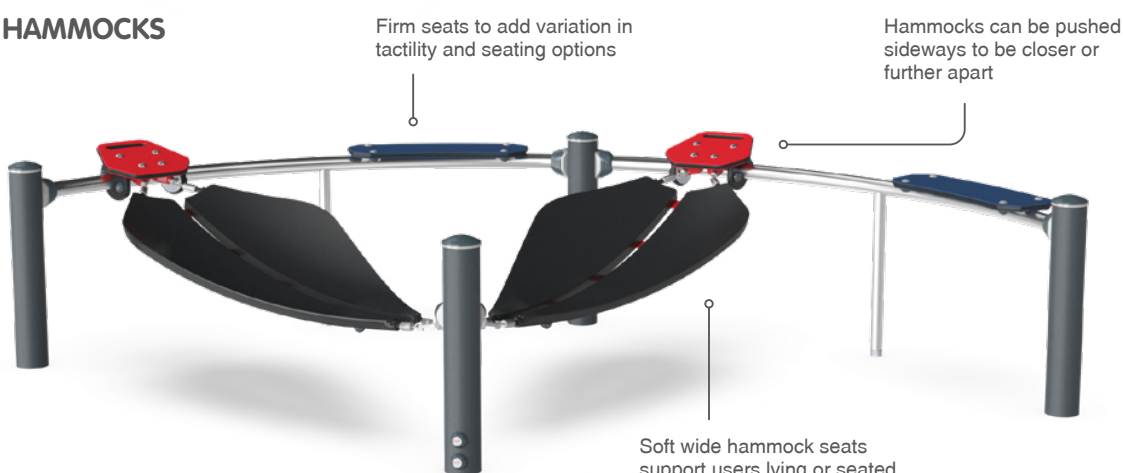
PAR3003



MOVABLE HAMMOCKS

PCM701

Responsive
or thrilling





KOMPAN PLAY INSTITUTE RESEARCH

Ever since the 1990s, children of all ages and abilities have been included and heard in the research and development process with the KOMPAN Play Institute.

Playgrounds tested for child well-being

The KOMPAN Play Institute is KOMPAN's unit of play specialists, dedicated to researching, developing and documenting trends in children's and families' play in playgrounds. The institute is essential to KOMPAN's child-centred play agenda and comprises trained scholars and researchers with certified course materials.

Equity in playground access

Equity is a United Nations Sustainable Development Goal. It is a fundamental part of happier, healthier and more sustainable communities.

However, not everyone is equal regarding access to leisure offerings and playgrounds.

Children with disabilities participate far less in active play and physical activity than their peers. Since active play is one of the main contributors to child health, the accessibility to and usability of public playgrounds for children of all abilities is fundamental for their physical and social-emotional well-being and health.

Read more about the KOMPAN Play Institute's public research in their whitepapers on www.kompan.com.



Quiet and wild play activities are important in inclusive playgrounds.



Children of all ages and abilities participate in the development process at KOMPAN.



The KOMPAN Play Institute Inclusive Playground Philosophy

Based on the United Nations Convention of the Rights of the Child, the UN Convention of the Rights of Persons with Disabilities and UN Sustainable Development Goal 11, this is the KOMPAN Inclusive Playground Philosophy:

Children of all ages and abilities have a right to play

This right is stated in two United Nations Conventions, as play is fundamental to all children's health, well-being, learning and social inclusion.

Invisible Inclusion, Universal Design

A good KOMPAN playground motivates all and excludes no one. It is inclusive in its nature and designed with universal design principles.

Universal design means meeting the needs of all without creating solutions that are too specialised.

A good KOMPAN Playground includes users with physical, cognitive, psychological and sensory disabilities.

WOW, Stay, Develop

A good KOMPAN playground offers WOW, Stay, Develop for all. This implies that everyone can access the playground, get around and stay in the playground and use play equipment in the playground.

Let's play

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