

APPENDIX A Community Survey Questionnaire



Waverley Council – Inclusive Play Space Study – Online Survey



Project background

Waverley Council is committed to providing equitable and inclusive play spaces in the Local Government Area (LGA). Council is undertaking an Inclusive Play Space Study to provide strategic direction on how we can provide inclusive play spaces where everyone can play - regardless of their age or ability.

The Inclusive Play Space Study will form a supporting document to Council's Play Space Strategy 2014-2029 providing key guidance on access, inclusion and equity when Council plans and designs new play spaces. This study also explores exciting new concepts such as providing for intergenerational play, and we would love to know what you think.

Feedback, based on your valuable experiences and insights will inform the study, providing better play opportunities for everyone.

We want to make sure everyone can play in our LGA!

Have your say

Consultation with the community is fundamental to the success of undertaking this study. We are specifically interested in the play needs and interests of:

- children and young people with a disability or special needs
- adults with a disability or special needs
- older people with a disability or special needs, including grandparents, that their children or grandchildren to play spaces.
- anyone who cares for, or supports, children, young people, adults and older people with a disability or special needs who wants to access play spaces
- organisations that support children, young people, adults and older people with a disability or special needs, and their carers and families.

We would love to hear about your views, needs and experiences when visiting play spaces in the Waverley LGA.

Terms used in this study

Inclusive Play Space:

An Inclusive Play Space offers a robust recreational and social opportunities for all people regardless of differences in abilities, age or gender. An inclusive play space accommodates everyone allowing them to be included in the play experience, play socially, choose from a range of activities and challenge themselves at their own development level. An inclusive play space can't provide every experience for everyone but should provide something that everyone can access and enjoy.

Accessible:

Adjustments made to buildings, equipment and public spaces to ensure that people with a disability can access and use buildings and public spaces, as required by the Disability Discrimination Act and Australian Standards.

Disability:

A person with a disability is someone who is permanently physically, intellectually or neurologically injured or incapacitated and requires assistance of appropriate aids or services to move, communicate, or take care of themselves. Disabilities are often divided into 'disability groups' such as physical and mobility, learning and cognition, sensory processing, and vision or hearing.

Special Needs:

An individual with special needs is someone with a physical, intellectual or neurological impairment (as distinct from an incapacity) who may need help with movement, communication, self-care or decision making. For example, an elderly person may have impaired movement, vision or hearing that requires additional support to navigate a play space but would not be considered disabled. Or children with ADHD, mild to moderate autism or behavioural difficulties would not be considered disabled, and yet still have special needs to support their functionality in life, school and play spaces.

People with Disability:

People with disability living in and visiting our community have a range of different needs and abilities.

It is widely recognised that the way people experience disability depends on the complex interactions between impairment and the environment in which they are undertaking activities.

No two people experience disability in the same way. The kinds of barriers that people with disability may face that can prevent them from participating fully in community life include:

- Physical barriers - such as uneven footpaths, steps into buildings, no accessible parking;
- Systemic and operational barriers - such as when a person is unable to access or submit information;
- Social attitudes - such as negative perceptions and attitudes towards people with a disability or older people.

The implication for our community is that the physical, attitudinal, communication and social environment should change to enable people living with impairments to participate in society on an equal basis with others, and that this participation is a fundamental right of people with disability.

Privacy Statement

The data gathered in this survey will be collated into a general report, and you will not be identifiable from any answers you provide.

For more information on Council's privacy statement can be found on the website at:

<https://haveyoursay.waverley.nsw.gov.au/privacy>

About You

1. Which best describes you?
(select one only):
 - A child with a disability or special needs under the age of 13 (skip to Q8)
 - A young person with a disability or special needs aged 13 to 17(skip to Q8)
 - A young adult with a disability or special needs aged 18 to 24
 - An adult with a disability or special needs aged 25 to 65
 - An older person aged over 65 with a disability or special needs
 - A child or person without a disability or special needs. (skip to question 3)
2. What is the nature of your disability or special need/s?
(select as many as apply)
 - Physical disability or impairment
 - Intellectual disability or impairment
 - Sensory processing disorder e.g. Autism, ADHD
 - Blindness or vision impairment
 - Deafness or hearing impairment
 - Ongoing debilitating health condition e.g. cancer, heart condition, diabetes, chronic illness
 - Other Disability or impairment requiring special provisions (please specify)
3. Do you meet any of the following criteria?
(select the answer that best describes you).
 - I parent, regularly care for, support, and/or provide services to, a child, young person, adult or older person with a disability or special needs
 - I have experience in accompanying children, young people, adults or older people with a disability or special needs on excursions to play spaces as a carer, supportive relative/friend, or volunteer (not their parent/regular carer) (skip to Q6)
 - I am a relative or close friend of a person with a disability or special needs with an interest in inclusive play (not their parent/regular carer) (Skip to Q6)
 - I volunteer to provide support to people with disabilities or special needs and /or their carers, family and loved ones (i.e. not a regular carer, and with no experience in accompanying people with disabilities to play spaces) (skip to Q6)
 - I am a staff member, volunteer or associate of an organisation that advocates for, and/or provides services to people with disabilities or special needs and their carers, family and loved ones (and do not meet any of the above criteria) (skip to Q6)
 - I have experience or interest in providing inclusive play opportunities (and do not meet any of the above criteria) (skip to Q9)
 - No, I do not meet any of the above criteria (Skip to Question 15)
4. How many children, young people, adults or older people with a disability do you have in your care?
 - One
 - Two
 - Three
 - Four
 - More than four (please specify)

5. Do you have other child/ren without a disability in your care?

Yes/No

What are the age groups of the children, young people, adults or older people in your care and/or you provide services for?

- 0-4 years (preschool)
- 5-11 years (primary school)
- 12-17 years (high school)
- 17-24 years (young people)
- 25-65 years
- Over 65

6. What is the nature of the disability or special need/s of the child, adult or older persons in your care and/or you provide services for?

(select as many as apply)

- Physical disability or impairment
- Intellectual disability or impairment
- Sensory processing disorder e.g. Autism, ADHD
- Blindness or vision impairment
- Deafness or hearing impairment
- Ongoing debilitating health condition e.g. cancer, heart condition, diabetes, chronic illness
- Other Disability or impairment requiring special provisions (please specify)

7. What is the nature of your disability or special need/s?

(select as many as apply)

- Physical disability or impairment
- Intellectual disability or impairment
- Sensory processing disorder e.g. Autism, ADHD
- Blindness or vision impairment
- Deafness or hearing impairment
- Ongoing debilitating health condition e.g. cancer, heart condition, diabetes, chronic illness
- Other Disability or impairment requiring special provisions (please specify)

Play Space Use in Waverley Local Government Area

For this section, please provide answers in the context of visiting play spaces with children, young people, adults or older people with disabilities or special needs. This includes yourself if you have a disability or special needs and you accompany others who do not have disabilities or special needs.

8. In general, how often do you visit a play space in the Waverley area with a child, young person, adult or older person with a disability or special needs.

(This includes you if you have a disability or special needs and take people without a disability or special needs to a play space).

- Weekly or more often
- Every fortnight
- Every month
- Every 2-3 months
- Up to twice a year
- Less than once a year
- Never* (If never - skip to question 15)

9. Which is your favourite play space in the Waverley area and surrounds for children, young people, adults or older people with disabilities or special needs?

<input type="checkbox"/>	Barracluff Park	<input type="checkbox"/>	Marks Park
<input type="checkbox"/>	Belgrave Street Reserve	<input type="checkbox"/>	Marlborough Reserve
<input type="checkbox"/>	Biddigal Reserve	<input type="checkbox"/>	Murriverie Road Reserve
<input type="checkbox"/>	Bondi Park	<input type="checkbox"/>	Niblick Street Reserve
<input type="checkbox"/>	Bondi Skate Park	<input type="checkbox"/>	O'Donnell Street Reserve
<input type="checkbox"/>	Bronte Park	<input type="checkbox"/>	Onslow Street Reserve
<input type="checkbox"/>	Caffyn Park	<input type="checkbox"/>	Palmerston Avenue Reserve
<input type="checkbox"/>	Clarke Street Reserve	<input type="checkbox"/>	Queens Park
<input type="checkbox"/>	Clementson Park	<input type="checkbox"/>	Scott Street Reserve
<input type="checkbox"/>	Cuthbert Street	<input type="checkbox"/>	Sir Thomas Mitchell Reserve
<input type="checkbox"/>	Dickson Park	<input type="checkbox"/>	St James Reserve
<input type="checkbox"/>	Dover Road	<input type="checkbox"/>	Stephen Street Reserve
<input type="checkbox"/>	Dudley Page Reserve (Playground)	<input type="checkbox"/>	Tamarama Park
<input type="checkbox"/>	Dudley Page Reserve (Cycle Track)	<input type="checkbox"/>	Thomas Hogan Reserve
<input type="checkbox"/>	Fingleton Reserve	<input type="checkbox"/>	Varna Park
<input type="checkbox"/>	Gibson Street Reserve	<input type="checkbox"/>	Victoria Park
<input type="checkbox"/>	Gilgandra Reserve	<input type="checkbox"/>	Wairoa Reserve
<input type="checkbox"/>	Hewlett Street Reserve	<input type="checkbox"/>	Waverley Park
<input type="checkbox"/>	Kimberley Reserve	<input type="checkbox"/>	Weonga Reserve
<input type="checkbox"/>	Macpherson Park	<input type="checkbox"/>	Other (please specify)

10. Please tell us why this is your favourite play space for people with a disability or special needs.

11. Which other play spaces in the Waverley area do you visit with children, young people, adults or older people with a disability or special needs?
(select all that apply)

<input type="checkbox"/>	Barracluff Park	<input type="checkbox"/>	Marks Park
<input type="checkbox"/>	Belgrave Street Reserve	<input type="checkbox"/>	Marlborough Reserve
<input type="checkbox"/>	Biddigal Reserve	<input type="checkbox"/>	Murriverie Road Reserve
<input type="checkbox"/>	Bondi Park	<input type="checkbox"/>	Niblick Street Reserve
<input type="checkbox"/>	Bondi Skate Park	<input type="checkbox"/>	O'Donnell Street Reserve
<input type="checkbox"/>	Bronte Park	<input type="checkbox"/>	Onslow Street Reserve
<input type="checkbox"/>	Caffyn Park	<input type="checkbox"/>	Palmerston Avenue Reserve
<input type="checkbox"/>	Clarke Street Reserve	<input type="checkbox"/>	Queens Park
<input type="checkbox"/>	Clementson Park	<input type="checkbox"/>	Scott Street Reserve
<input type="checkbox"/>	Cuthbert Street	<input type="checkbox"/>	Sir Thomas Mitchell Reserve
<input type="checkbox"/>	Dickson Park	<input type="checkbox"/>	St James Reserve
<input type="checkbox"/>	Dover Road	<input type="checkbox"/>	Stephen Street Reserve
<input type="checkbox"/>	Dudley Page Reserve (Playground)	<input type="checkbox"/>	Tamarama Park
<input type="checkbox"/>	Dudley Page Reserve (Cycle Track)	<input type="checkbox"/>	Thomas Hogan Reserve
<input type="checkbox"/>	Fingleton Reserve	<input type="checkbox"/>	Varna Park
<input type="checkbox"/>	Gibson Street Reserve	<input type="checkbox"/>	Victoria Park
<input type="checkbox"/>	Gilgandra Reserve	<input type="checkbox"/>	Wairoa Reserve
<input type="checkbox"/>	Hewlett Street Reserve	<input type="checkbox"/>	Waverley Park
<input type="checkbox"/>	Kimberley Reserve	<input type="checkbox"/>	Weonga Reserve
<input type="checkbox"/>	Macpherson Park	<input type="checkbox"/>	Other (please specify)

12. How long do you spend on average at play spaces each time you visit with children, young people, adults or older people with a disability or special needs?
(This includes you if you have a disability or special needs and take people without a disability or special needs to a play space).
- Less than 15 minutes
 - 15-30 minutes
 - 30 minutes – 1 hour
 - More than 1 hour

13. In general, how do you travel to play spaces with a child, young person, adult and/or older person with a disability or special needs?

This includes you if you have a disability or special needs and take people without a disability or special needs to a play space. Please select all that apply to you.

- Walk
- Ride a bike or scooter
- Drive a car
- Drive a car modified for transporting people with disabilities
- Public transport
- Special buses/transport for excursions with people with disabilities
- By wheelchair, motorised wheelchair, mobility scooter, walker

Other (please specify)

Inclusive Play Space Planning for Waverley Local Government Area

For this section, we are interested in your views on how Waverley Council's existing play spaces can be improved to be more equitable and inclusive play spaces where everyone can play. This information will complement the existing Waverley Council Play Space Strategy 2014-2029 and provide guiding principles for inclusive play provisioning across the Waverley area.

14. In general, what kind of play experiences would you like to see in play spaces in the Waverley area to cater for children, young people, adults or older people with a disability or special needs?

Note: Please think of your general play experiences, rather than specific items of equipment. We need to know what additional play experiences are required to make our play spaces more inclusive for you.

Play Experience	Appealing I would be more likely to come	Neutral It makes no difference to whether I come	Undesirable It would discourage me from coming	Not Applicable to my family / group's disability or special needs
Physical Play – moving equipment e.g. swing, slide, flying fox, spinner, rocker				
Physical Play – static equipment e.g. climbing equipment, somersault bars, monkey bars, balancing equipment				
Cognitive Play e.g. play panels, puzzles to solve, maze, strategy games like capture the flag				
Sensory Play e.g. music/sound play, fragrance trail, textured (touch) trails, sensory stimulation, confined spaces to "squish" into.				
Nature Play e.g. using plants, rocks, sand, shrubs and trees to explore,				

wooden/natural equipment, water play, loose parts play				
Imaginative Play e.g. imaginative settings like shop front, themed equipment such as boats or castles, sculpted animals etc				
Solo Play e.g. watching others, individual play opportunities, side-by-side play				
Social Play e.g. see-saw, pulley and sand, “tip”, hang out spaces, group spinner etc				
Free Play e.g. open areas to run around in, kick/throw a ball				
Quiet Play e.g. quiet spaces to sit, watch other, read, study, talk, play sit-down game				

15. **Intergenerational play** is a relatively new idea to encourage adults to play with or alongside children, or in their own right with other adults. This, for example:



Specialised equipment to practice balance, agility and co-ordination



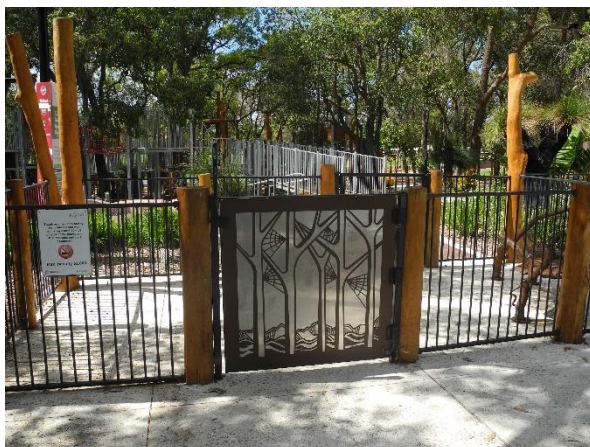
"You-and-me" swing for adults and children to swing together

When considering the pleasure and needs of adults and older people in a play space, which of the following appeal to you?

Intergenerational Play Experience	Appealing I would be more likely to come	Neutral It makes no difference to whether I come	Undesirable It would discourage me from coming
Adult exercise equipment co-located with children's play areas			
Specialised equipment to encourage agility, balance and co-ordination (as opposed to muscle, strength and cardiac exercise) pictured above			
Specialised play equipment in two sizes for adults and children e.g. "you and me" swing pictured above.			
Group play items where adults and children can be accommodated together e.g. group spinner, group swing			
Signs to state that the play space is for adults and children (to give adults and older people the cue to use the equipment as well)			
Other, please specify			

16. Which types of supportive elements would you like to see in play spaces in the Waverley area to cater for children, adults and older people with a disability or special needs? We are interested in your views on specific elements to meet your needs (e.g. the wheelchair height bubblers/water refill stations, double gates pictured below).

Please indicate any that are not relevant to the disability or specials needs that you are dealing with.



Double gate (airlock) entrance



Wheelchair height bubbler and water bottle refill station

	Appealing I would be more likely to come	Neutral It makes no difference to whether I come	Undesirable It would discourage me from coming	Not Applicable to my family / group's disability or special needs
Fencing to entire play space				
Double gates at entries (air lock) (see photo above)				
Gentle slopes (no steep slopes or stairs)				
Path – wide, continuous, accessible slope				
Handrails and kerbs on steep paths				
Picnic tables – connected to paths				
Picnic tables – to accommodate wheelchairs				
Group seating e.g. 3 picnic tables in a group				
Bubblers at wheelchair height				
Water bottle refill stations at wheelchair height				
Seating with back and armrests				
Tactile indicators on paths/ ramps/ stairs e.g. rubber buttons in the path to indicate steps				

Braille signage				
Auslan signage				
Parking – accessible nearby				
Minibus bay – accessible nearby				
Kerbside ramps at street or carpark				
Wheelchair/ stroller/ mobility device parking within play space				
Shade – trees or structure				
Central gathering space				
Accessible toilets				
Left-hand and right-hand accessible toilet cubicles				
Accessible toilets with adult sized change table and hoist				
Toilets – nearby to play space				
Other (please specify)				

17. Tell us your thoughts about what should be considered about making play spaces in the Waverley area more accessible and inclusive.

Demographic Information

18. Which of the following best describes you?

- I live in the Waverley Local Government Area
- I work in the Waverley Local Government Area
- I am a visitor to the Waverley area

19. What is your age?

- 0-11year
- 12-17 years
- 18-24 years
- 25-65 years
- Over 65

20. How did you hear about this project?

- Council website
- Council newsletter
- Social media
- Email
- Word of mouth
- Poster
- Other – please specify

21. We may be conducting a second round of consultation for this project. Would you like to be kept informed of this project?

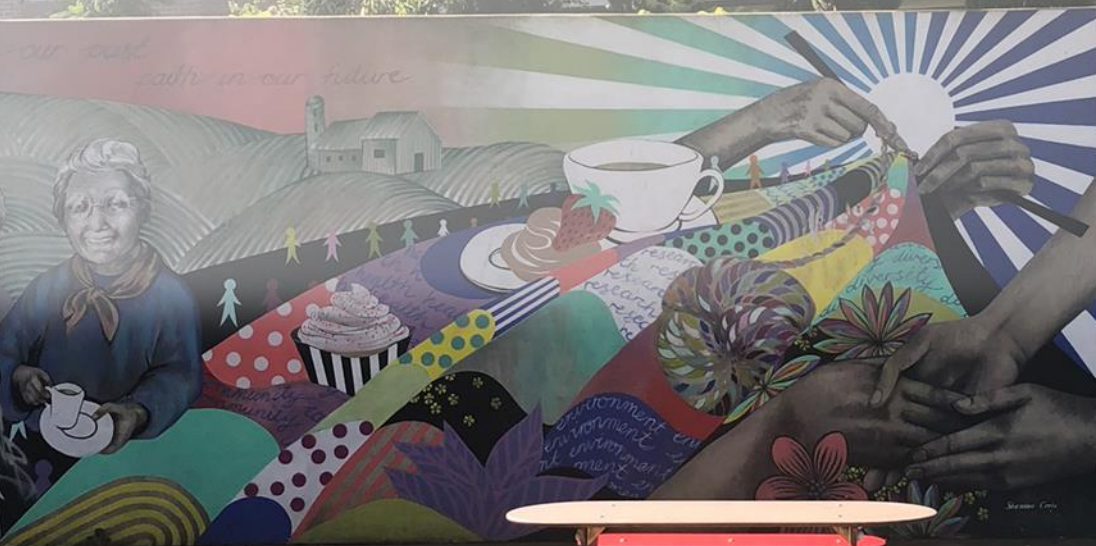
- Yes
- No (Skip to end)

22. Please provide your details. It is a Council requirement that we validate everyone as a bona fide respondent. Your personal information will not be used in the survey:

- Name
- Organisation (if applicable)
- Address
- Email

We look forward to reading your input and ideas and are excited about creating an inclusive Play Plan for everyone in the Waverley Local Government Area. Thank you for your time and suggestions.

APPENDIX B Survey Verbatim Comments

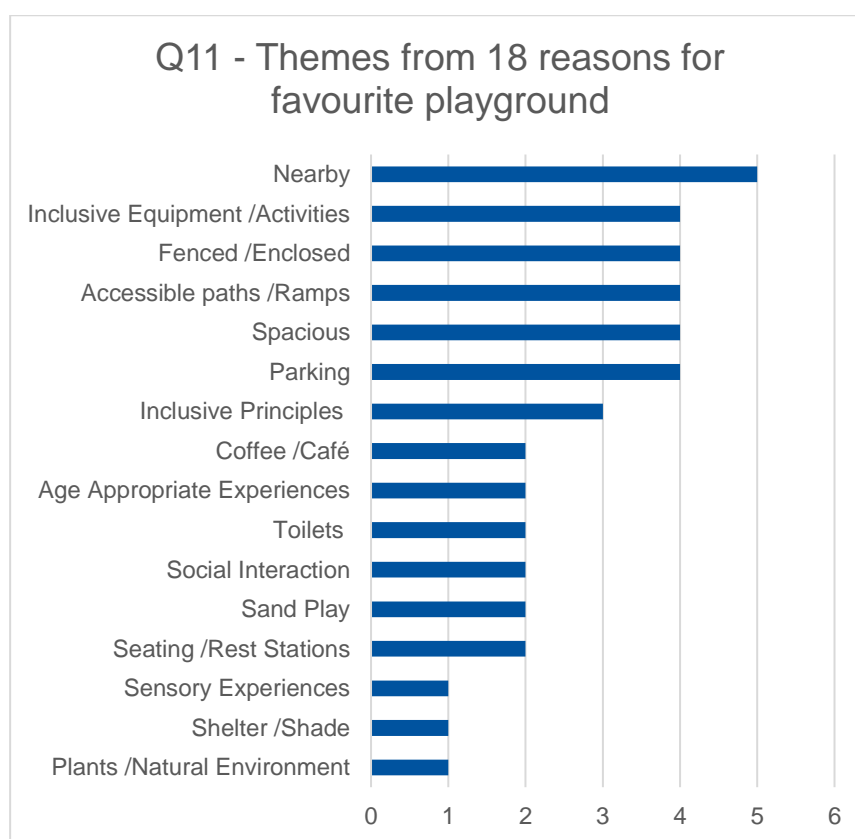


Two survey questions were free text responses to open-ended questions. This Section includes the verbatim comments for these questions.

Q11. Reasons for favourite play space

Question 11. Please tell us why this is your favourite play space for people with a disability or special needs.

This followed Q10. Which is your favourite play space in the Waverley area and surrounds for children, young people, adults or older people with disabilities or special needs? Key demographic information has been included to indicate the types of responses from key user groups. A themed analysis of the 18 responses to this question yielded 16 themes as shown in the graph below.



Q11. Please tell us why this is your favourite play space for people with a disability or special needs – sorted by favourite play space in order of popularity

Q3. Criterion for Inclusive Play	Q8. & Q1. Ages of people with a disability/ special need being cared for	Q7. & Q2. Types of disability/special need	Q9. Frequency of visits to Waverley play spaces	Q13. Average length of stay	Q19. Resident, Worker or Visitor of Waverley LGA	Q10. Favourite playground in the Waverley area and surrounds for people with a disability	Q 11. Please tell us why this is your favourite play space for people with a disability or special needs	Q12. Other play spaces visited with people with a disability or special needs
Parent, carer, service provider for a person with a disability or special needs	5-11 years	Sensory Processing	Weekly or more often	15-30 minutes	Resident	Queens Park	Large play area, easy parking, toilets available, variety of play equipment	Bondi Park Bronte Park Dudley Page Reserve (Playground) Dudley Page Reserve (Cycle Track)
Staff, volunteer or associate of a service organisation	0-4 years 5-11 years 12-17 years 17-24 years 25-65 years	Physical Intellectual Sensory processing Hearing impairment	Every 2-3 months	30 -60 minutes	Worker	Queens Park	There is plenty of space to have time away from others if needed.	
Staff, volunteer or associate of a service organisation	0-4 years Over 65	Physical Intellectual Debilitating condition Dementia	Every month	15-30 minutes		Queens Park	Enclosed area, coffee shop near by	Barracluff Park Bondi Park Dudley Page Reserve (Playground) Tamarama Park Waverley Park
Experience in accompanying people with a disability/special needs on excursions to play spaces	0-4 years Over 65	Intellectual Debilitating condition Dementia	Every month	15-30 minutes	Visitor	Queens Park	Enclosed area, toilet, parking and coffee shop	Barracluff Park Bondi Park Bronte Park Caffyn Park Tamarama Park Waverley Park
Experience in accompanying people with a disability/special needs on excursions to play spaces	5-11 years 12-17 years Over 65	Physical Intellectual Hearing impairment Debilitating condition Parkinson's	Less than once a year	30 -60 minutes	Visitor	Bondi Park	There are great pieces of equipment for additional needs e.g. the giant rocker and good seating	Queens Park

Q3. Criterion for Inclusive Play	Q8. & Q1. Ages of people with a disability/ special need being cared for	Q7. & Q2. Types of disability/special need	Q9. Frequency of visits to Waverley play spaces	Q13. Average length of stay	Q19. Resident, Worker or Visitor of Waverley LGA	Q10. Favourite playground in the Waverley area and surrounds for people with a disability	Q 11. Please tell us why this is your favourite play space for people with a disability or special needs	Q12. Other play spaces visited with people with a disability or special needs
Experience or interest in inclusive play			Less than once a year	Less than 15 minutes		Bondi Park	Satisfies all the senses and allows contact with grass, sand, water, etc.	
Experience or interest in inclusive play			Less than once a year	More than 1 hour	Visitor	Bondi Park	Love the sea setting	Do not know all the play spaces by name
Parent, carer, service provider for a person with a disability or special needs	5-11 years	Sensory Processing	Every fortnight	15-30 minutes	Resident	Bronte Park	Range of different play space apparatus. Includes sandpit. Has sails for shade	Hewlett Street Reserve Queens Park Waverley Park
Experience or interest in inclusive play			Less than once a year	More than 1 hour		Bronte Park	Easy to park	Gibson Street Reserve
Parent, carer, service provider for a person with a disability or special needs	0-4 years	Debilitating condition	Weekly or more often	30 -60 minutes	Resident	Clementson Park	Closed fence	Queens Park Waverley Park
Staff, volunteer or associate of a service organisation	0-4 years 5-11 years	Physical Intellectual Sensory processing	Weekly or more often	30 -60 minutes	Resident	Clementson Park	the park is fully gated, kids can easily walk around the park, can see all the equipment, kids can watch the cars, people and animals walk around the park and have the choice of playing on the grass area next to the park.	Bondi Park Dover Road Queens Park
Experience or interest in inclusive play			Up to twice a year	Less than 15 minutes	Resident	Barracluff Park	nearby	Bronte Park Dudley Page Reserve (Cycle Track) Queens Park Sir Thomas Mitchell Reserve Waverley Park

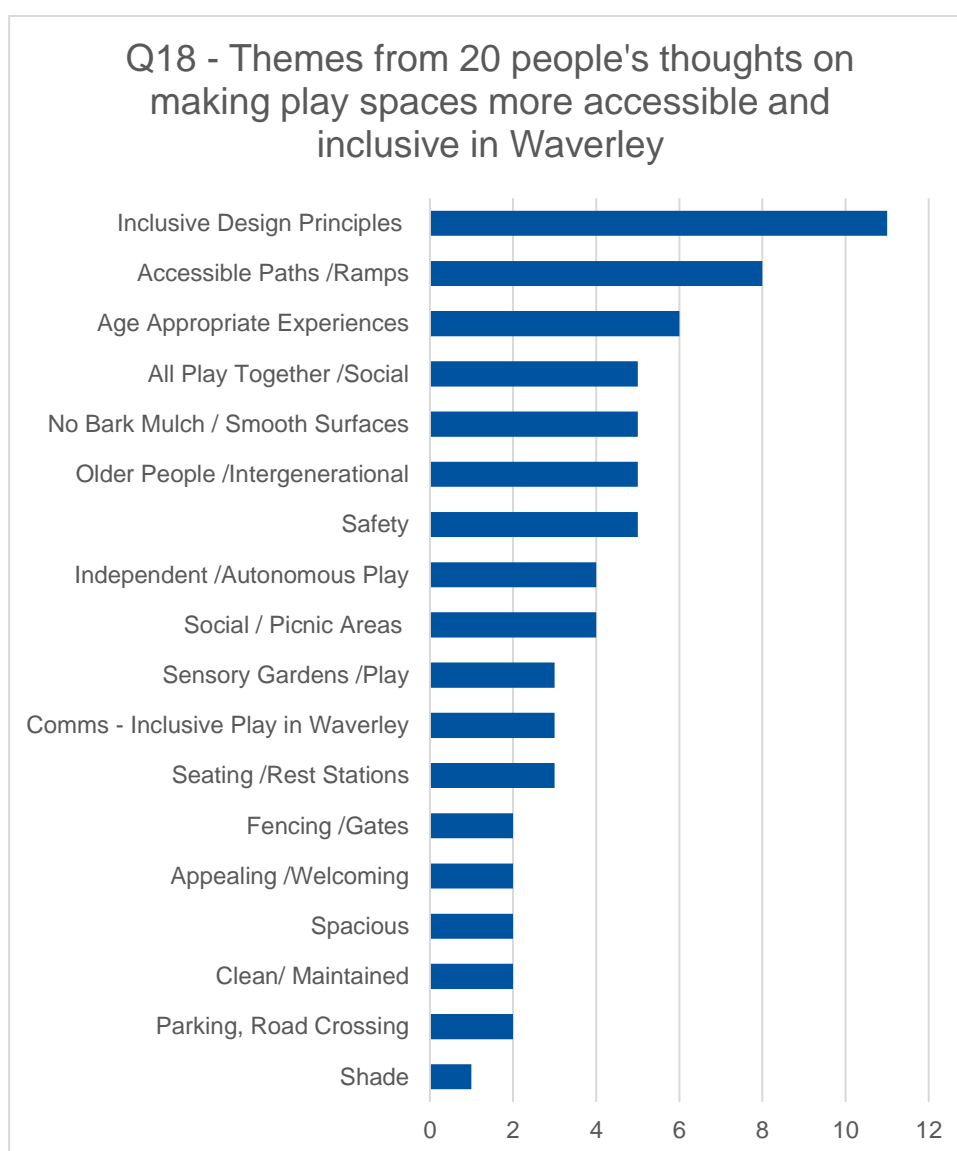
Q3. Criterion for Inclusive Play	Q8. & Q1. Ages of people with a disability/ special need being cared for	Q7. & Q2. Types of disability/special need	Q9. Frequency of visits to Waverley play spaces	Q13. Average length of stay	Q19. Resident, Worker or Visitor of Waverley LGA	Q10. Favourite playground in the Waverley area and surrounds for people with a disability	Q 11. Please tell us why this is your favourite play space for people with a disability or special needs	Q12. Other play spaces visited with people with a disability or special needs
Experience or interest in inclusive play			Weekly or more often	More than 1 hour	Resident	Marks Park	Easy road to play space access	Bondi Park Bondi Skate Park Bronte Park Dover Road Dudley Page Reserve (Playground) Hewlett Street Reserve Queens Park Tamarama Park Varna Park Waverley Park
Parent, carer, service provider for a person with a disability or special needs	5-11 years	Physical	Weekly or more often	30 -60 minutes	Resident	O'Donnell Street Reserve	Close to where we live. Large areas of space with flooring that's wheel friendly. The play equipment is not really inclusive though.	Onslow Street Reserve Queens Park
Parent, carer, service provider for a person with a disability or special needs	5-11 years	Physical Sensory Processing	Every fortnight	More than 1 hour	Resident	St James Reserve	It's the closest to our house and most of our children's school friends and neighbours go there too.	Bronte Park Queens Park
Parent, carer, service provider for a person with a disability or special needs	12-17 years	Physical Sensory Processing	Up to twice a year	15-30 minutes	Resident	Varna Park	It's easy to park and has easy access	Bondi Park Bondi Skate Park Macpherson Park Queens Park
Staff, volunteer or associate of a service organisation	5-11 years 12-17 years	Physical Intellectual Sensory processing Vision impairment Hearing impairment	Weekly or more often	15-30 minutes	Worker	Wairoa Reserve	It is close to school and easy for us to access quickly and for short periods of time without travel. There are classes who travel by the school bus to access Ian Potter's Wild Play sensory play area in Centennial Park.	Ian Potter's Wild Play Centennial Park

Q3. Criterion for Inclusive Play	Q8. & Q1. Ages of people with a disability/ special need being cared for	Q7. & Q2. Types of disability/special need	Q9. Frequency of visits to Waverley play spaces	Q13. Average length of stay	Q19. Resident, Worker or Visitor of Waverley LGA	Q10. Favourite playground in the Waverley area and surrounds for people with a disability	Q 11. Please tell us why this is your favourite play space for people with a disability or special needs	Q12. Other play spaces visited with people with a disability or special needs
Experience or interest in inclusive play			Weekly or more often	30 -60 minutes	Resident	Waverley Park	It is close to us and has play equipment for babies	Bondi Park Bronte Park Macpherson Park Queens Park
Staff, volunteer or associate of a service organisation	5-11 years 12-17 years 18-24 years	Physical Intellectual Sensory processing Vision impairment Hearing impairment Debilitating Condition	Weekly or more often	30 -60 minutes	Resident	Other (not specified)	No comment made	Barracluff Park
Staff, volunteer or associate of a service organisation	0-4 years 5-11 years 12-17 years 17-24 years 25-65 years Over 65	Physical Intellectual Sensory processing Vision impairment Hearing impairment Debilitating Condition	Up to twice a year	More than 1 hour	Visitor	Other (not specified)	No comment made	Do not know all the play spaces by name

Q18. Making play spaces more accessible and inclusive

Question 18. Tell us your thoughts about what should be considered about making play spaces in the Waverley area more accessible and inclusive.

Key demographic information has been included to indicate the types of responses from key user groups. A themed analysis of the responses from 20 respondents who met the criteria for the target group yielded 18 themes as shown in the graph below.



Q18. Tell us your thoughts about what should be considered about making play spaces in the Waverley area more accessible and inclusive – verbatim comments sorted by criterion for inclusive play

Q3. Criterion for Inclusive Play	Q8. & Q1. Ages of people with a disability/special need being cared for or supported	Q7. & Q2. Types of disability/special need	Q9. Frequency of visits to Waverley play spaces	Q19. Resident, Worker or Visitor of Waverley LGA	Q 18. Thoughts about what should be considered about making play spaces in the Waverley area more accessible and inclusive
Older person with a disability or special needs	Over 65	Physical Vision Impairment		Resident	More accessible parking very difficult to get to the parks unless there is parking
Parent, carer, service provider for a person with a disability or special needs.	Over 65	Physical Intellectual Vision impairment Hearing impairment Debilitating condition Parkinson's	Never	Worker	Intergenerational play is a terrific idea and works well for healthy parents and grandparents but can have challenges for older people with limited mobility and poor balance. Providing safe spaces with adequate supports to enable older people to exercise and interact socially would be desired
Parent, carer, service provider for a person with a disability or special needs.	5-11 years	Physical Sensory Processing	Every fortnight	Resident	Areas where loose bark is used on the ground (St James) are impossible to access for people in wheelchairs and walking frames. Please consider using soft fall in those areas instead. St James is a good example where it is quite an easy and accessible park to get to. But once you are there, children with physical disabilities are confined to the footpath.
Parent, carer, service provider for a person with a disability or special needs.	5-11 years	Physical	Weekly or more often	Resident	My son has cerebral palsy and requires a walker to get around independently. I would really appreciate if more parks accommodated kids on wheels i.e. not having bark flooring, paths being wider or smooth so that he doesn't trip so easily. I have also noticed that we are almost always the only child with a disability at the park. It would be great if parks were more accessible, not only so that other people might feel more able to attend, but also so that there are opportunities for kids and families with disabilities to meet/socialize etc
Parent, carer, service provider for a person with a disability or special needs.	12-17 years	Physical Sensory processing	Up to twice a year	Resident	I believe we need to provide play experiences for tweens and teens with a disability. We have some amazing play spaces that just need some real time and thought put into them. New Zealand has some amazing play parks maybe you could look at what they've done

Q3. Criterion for Inclusive Play	Q8. & Q1. Ages of people with a disability/special need being cared for or supported	Q7. & Q2. Types of disability/special need	Q9. Frequency of visits to Waverley play spaces	Q19. Resident, Worker or Visitor of Waverley LGA	Q 18. Thoughts about what should be considered about making play spaces in the Waverley area more accessible and inclusive
Staff, volunteer or associate of a service organisation	12-17 years 17-24 years	Physical Intellectual Sensory processing Vision impairment Hearing impairment	Never	Worker	Keep in mind that teenagers with disability like to be considered as their peers and might like a skateboard, scooter or bike riding opportunity nearby.
Staff, volunteer or associate of a service organisation	0-4 years 5-11 years 12-17 years	Physical Intellectual Sensory processing Vision impairment Hearing impairment Debilitating condition	Never	Visitor	*Surfacing used should provide access to inclusive elements* Shade and seating is important
Staff, volunteer or associate of a service organisation	5-11 years	Sensory processing	Never	Visitor	Sensory play space is crucial for the many needs of children.
Staff, volunteer or associate of a service organisation	0-4 years 5-11 years 12-17 years 17-24 years 25-65 years Over 65	Physical Intellectual Sensory processing Vision impairment Hearing impairment Debilitating condition	Up to twice a year	Visitor	Consult with play space experts who have a track record in purpose-built designs (not out of a box) for the area. Underpin your processes as well as designs with universal design principles. That includes UD consultation processes. Avoid "special needs" - a term no longer preferred.
Staff, volunteer or associate of a service organisation	0-4 years 5-11 years 12-17 years 17-24 years 25-65 years	Physical Intellectual Sensory processing Vision impairment Hearing impairment	Every 2-3 months	Worker	That the parks are advertised widely, specific disability organisations - we are always seeking new parks that encourage inclusive play.
Staff, volunteer or associate of a service organisation	0-4 years Over 65	Physical Intellectual Debilitating condition Dementia	Every month		dementia specific area to be included - Figure 8 winding pathway to include bench stops with sensory aspects to contemplate e.g. waist-height planting with herbs and wildflowers with scent
Staff, volunteer or associate of a service organisation	0-4 years 5-11 years	Physical Intellectual Sensory processing	Weekly or more often	Resident	Not using mulch on the ground of parks. this prevents children with sensory difficulties playing at the parks. Better zebra crossings and foot paths around major parks e.g. zebra crossing on York road to access centennial park but also footpaths to continue along York Road so you can actually push a pram around the top of the park

Q3. Criterion for Inclusive Play	Q8. & Q1. Ages of people with a disability/special need being cared for or supported	Q7. & Q2. Types of disability/special need	Q9. Frequency of visits to Waverley play spaces	Q19. Resident, Worker or Visitor of Waverley LGA	Q 18. Thoughts about what should be considered about making play spaces in the Waverley area more accessible and inclusive
Staff, volunteer or associate of a service organisation	5-11 years 12-17 years 17-24 years	Intellectual Sensory processing Hearing impairment	Weekly or more often	Resident	An area where both children with and without disabilities can play alongside each other. One idea would be that play equipment towers have ramps so all Kids can play together
Staff, volunteer or associate of a service organisation	5-11 years 12-17 years	Physical Intellectual Sensory processing Vision impairment Hearing impairment	Weekly or more often	Worker	Security for a special needs school is a must, so a fence surround and gate are definitely more encouraging. Along with; even, wide and accessible surfaces for wheelchair users and students who struggle with mobility.
Experience in accompanying people with a disability/special needs on excursions to play spaces	5-11 years 12-17 years 17- 24 years Over 65	Physical Intellectual Hearing Debilitating condition Parkinson's	Less than once a year	Visitor	The overall experience should be welcoming to all, and generous in size. Social spaces need to be in the middle of the action, and suit parties of adults as well as children - provide more than one picnic table in larger play spaces
Experience in accompanying people with a disability/special needs on excursions to play spaces	0-4 years Over 65	Intellectual Debilitating condition Dementia	Every month	Visitor	Dementia friendly: a figure 8 pathway - infinity walk, with various stop stations along the way with would encourage sensory input e.g. planter box at waist height with herbs or /and wildflowers with scent
Experience or interest in inclusive play			Never	Resident	I love the idea of the elderly being encouraged to use specialist equipment, great for mental health as well and to signal that all ages have a value in society. However, the safety of the children must be considered at all times, sadly due to those who would exploit these combined spaces and use them to do harm! How can we co-locate safely - this must be a consideration.
Experience or interest in inclusive play			Never	Resident	Waverley has no inclusive play spaces! this is unacceptable. I would love to see more play spaces such as that in Chifley Park
Experience or interest in inclusive play			Weekly or more often	Resident	Spacious. Versatile. Appealing. Autonomous and safe for children. Easily maintained for function and cleanliness
Do not meet any criteria**					As long as facilities for the vast majority of the rest of us are not compromised
Do not meet any criteria*				Visitor	Clean and safe play areas for young children, no metal. My son has had accidents in play areas that had metal play equipment.
Do not meet any criteria*				Resident	Clean, with not broken equipment, fenced
Do not meet any criteria*				Resident	Easy parking. Safe play equipment for both toddlers and primary school aged kids.

Q3. Criterion for Inclusive Play	Q8. & Q1. Ages of people with a disability/special need being cared for or supported	Q7. & Q2. Types of disability/special need	Q9. Frequency of visits to Waverley play spaces	Q19. Resident, Worker or Visitor of Waverley LGA	Q 18. Thoughts about what should be considered about making play spaces in the Waverley area more accessible and inclusive
Do not meet any criteria*				Resident	Consider washing down/sterilising play equipment once a week to reduce the number of virus' spread at these locations.
Do not meet any criteria*				Resident	TOILETS!!!
Do not meet any criteria*				Resident	Better Parking with a time fane so people don't park and never move their car making the play space unusable. More play equipment, my kids want more and different equipment. Make you could add a bike track to one of the play spaces where kids can learn the road rules as you could put in stop signs and traffic lights and roundabout, just like at Heffron Park in Maroubra. Or a skate ramp that young kids can learn to skate on that's part of the play space so it won't be overrun with teens and adults. Toilets and maybe even a nice parent room that is locked between 8am and 5pm with breastfeeding room/change tables. I'm sure most mothers would be happy to pay \$1 to use and keep it maintained, and it would only open once you have paid the \$1. BBQ areas so that you can hold a child's birthday at seats; tables that are undercover. An area that could be used even when it rains where the play equipment is under shelter would be amazing so parents can still take kids to the park in the rain. Water play areas that are only on during the summer would be amazing for somewhere kids can float leaves down a little stream or cool down in a squirting water fountain like at Centennial Park Wild Play.

*Comments not included in the analysis for the study as respondents did not meet criteria and did not make comments relevant to inclusive or accessible play experiences.

**Comment included in the analysis for the study as it relates to inclusive play.

APPENDIX C **Waverley Family**
Day Care Outing
Consultation



Waverley Council - Inclusive Play Space Study

Waverley Family Day Care Outing Consultation Summary



Summary of Consultation

Meeting Details	
Consultation Date:	Wednesday 11 September 2019
Consultation Details:	Held at Clementson Park, Bondi Junction. Educators were asked their experiences of bringing preschool children to play spaces. The children were observed playing.
Consultation Topic:	Inclusive Play in the Waverley L.G.A.
Consultation Time:	9:30am-11:30am
Attendees	
Sharon Dodd-Gilhooly (SHG)	Waverley Family Day Care Coordinator (WFDC)
3 Educators and 11 preschool children	Waverley Family Day Care Educators (WFDC). Three (3) educators were on an outing with 11 preschool children in their care
Carl Nugent (CN)	Waverley Council (WC)
Fiona Robbé (FR)	Fiona Robbé Landscape Architects (FRLA)
Michelle Robbé (MR)	Fiona Robbé Landscape Architects (FRLA)
Matthew Parkinson (MP)	Fiona Robbé Landscape Architects (FRLA)
Children's Profiles	
11 No. preschool children aged 1 to 5 years.	
Profile: there were no children with known disabilities present. Some educators had experience of caring for children with undiagnosed sensory processing issues. It is not known how many children with additional needs are cared for by Day Care Educators as it is rare that children at this young age are diagnosed with a known condition, other than cerebral palsy or similar mainly physical disability.	

1.0	Family Day Care and Educator Role
1.1	Children up to the age of 6 years old are cared for in educators' homes to create a home environment
1.2	Children often there 2 or 3 days a week, some 5 days a week
1.3	Some educators have the children from 7:45 – 5:45 – very long days

1.4	Educators cook/prepare food for the kids
2.0	Family Day Care use of Clementon Park playground
2.1	The educators use the park to practice many parts of the curriculum, including singing, counting, turn-taking and reading
2.2	The children all have coloured shirts and caps to help the educators and public locate/identify their group: 'who belongs to who'
3.0	Frequency of visits/ Outings to Clementson Park Play Space
3.1	The larger group of four educators (and the children in their care) get together once or twice a month at Clementson Play Space.
3.2	Mel (educator) visits the playground 4 times a week
3.3	Lani (educator) visits Clementson once a week and the community garden once a week.
3.4	The educators still use the park/playground during wet weather
4.0	All-Terrain Buggies
4.1	All-terrain buggies (stroller with large wheels) were used by all educators. It was noted that these 'buggies' were recommended as the stroller of choice as they can access more areas. Strollers are problematic in wet/rain when there is no path.
4.2	During the consultation a grandparent, separate from the WFDC arrived by pushing a stroller on the grass.
4.3	The buggies/strollers were all parked on the outside of the fence for the consultation. Usually they are parked inside the fence, even though space inside is limited.
5.0	Morning Tea/ Rugs
5.1	All educators bring a rug with them. Rugs are used to for seating, as well as food, story-telling etc
5.2	Morning tea typically comprised of a drink, some food and fruit.
5.3	Morning tea usually happens inside on platform/deck when there is a smaller group.
6.0	Overall Precinct
6.1	The whole park precinct was mentioned as being the 'lungs' of Bondi Junction meaning it was the largest area of open space and greenery in the area. Because of the 'lungs' it was not suggested to expand the footprint of the playground to take grassy space away. *see below
6.2	The overall precinct was quoted as being the 'early learning hub' as there are multiple centres, a library, community garden, baby health clinic, Family Day Care Office, and open space all in walking distance of the park.

*Due to the value of the lawn area, expansion of the play space over lawn areas was acknowledged as unlikely.

7.0	Walking and Traffic
7.1	Every educator walks to Clementson Park.
7.2	Childcare groups cross at the dedicated pedestrian crossing to get to the library

7.3	Access to the playground was deemed dangerous as crossing at the lights with up to 4 children is troublesome. Cars pull in and out of side streets in adjacent roads and are not 'child aware'.
7.4	Travel to the park is usually done by having 2 children in a stroller and another 2 attached to stroller by child safety harnesses and straps.
7.5	4 carers live and work in nearby Newland street
7.6	It was a 'wish list' request that there could be a safer way to cross the road.
7.7	Only one group cross the road at a time
8.0	Parking
8.1	There is no dedicated parking for the playground in either Ebley Street or Newland Street, and no parking for the family day care in Newland Street.
8.2	It was a 'wish list' request for dedicated unpaid parking for a pickup and drop off situation – even if just for 15 minutes. It was also suggested that parents/educators could get a specialised parking sticker.
9.0	Seating
9.1	Seating was mentioned as being inadequate inside the fenced playground, and that a range of seating opportunities would be welcome. Possible inclusions could be picnic tables, back and arm rest seats and/or possibly another platform.
9.2	Seating on the outside of the fence was seen to be adequate, however most protected seats don't link to a path
9.3	The internal socialisation space in the play space working very well (but too small)
9.4	The rocks inside the fenced area were used as incidental seating (as well as for play).
10.0	Fence
10.1	The fence was universally appreciated by the educators.
10.2	One comment that the fence style looked a bit uninviting.
10.3	It was suggested by many of the educators that the fence could be expanded to incorporate the large Fig trees.
10.4	It was also suggested to push fence outwards to connect to the existing childcare centre fence at the rear of the playground, as this area is underutilised, and ideal for sensory play.
11.0	Shade
11.1	The natural tree shade was universally appreciated, and it was considered appropriate in all months.
12.0	Concrete paths
12.1	A concrete path requested (outside the fence) as a loop for children to use scooters. The path could also link to the seats.
12.2	Educators mentioned that the decomposed granite path access to the main gateway was a problem to navigate in wet weather with strollers and that a concrete access pathway to the playground is highly appreciated.
13.0	Under-surfacing

13.1	It was noticed that a child tripped over on the angled connection of mulch to rubber under-surfacing. This because the mulch level was low and needs topping up.
13.2	It was observed that one child was sitting in the mulch, tossing it around and enjoying it. Mulch used as loose parts play.
13.3	A combination of mulch/rubber under-surfacing was noted as welcome from one educator.
13.4	The mulch was not welcomed by one educator as it gets in the children's shoes, eyes and sometimes in their mouths (little ones). This is seen as a safety issue. Rubbish is also buried in the mulch. Rubber soft fall was suggested as a favoured alternative.
14.0	Hand washing
14.1	A hand washing facility was mentioned as an item that would support a visit to the playground. A bubbler/ tap combination could be favoured.
14.2	Educators bring hand washing products to the playground
15.0	Toilets
15.1	A small toilet block with nappy change facilities was stated as something that would greatly support and extend the use of the playground.
15.2	Educators noted that currently if a child in their care needs to go to the bathroom, then the entire group would need to go too (either back to house, library toilets, WFDC office or Westfield).
15.3	Most kids under care by the educators are toilet trained, or are in nappies, and there is usually a child toilet-training in the group.
15.4	A toilet block would allow for longer stays at Clementson Park. Currently 2 hours is the maximum time the groups stay. A longer stay is valued.
16.0	Kiosk
16.1	A pop-up kiosk or cart at Clementson Park was suggested. Bryant Park in New York was used as a good precedent.
17.0	Safety, Risk assessment
17.1	It was mentioned that all educators have a risk assessment procedure in place in order to visit the play space.
17.2	The educators are constantly alert to ensure children are safe. The equipment not being scaled to small children (e.g. wobbly bridge, bow tie on train, large rocker) requires extra vigilance. A visit to the play space is tiring for the educators.
18.0	Hammock
18.1	The hammock was well appreciated by the educators because it is low and scaled to small children and they enjoy playing on it.
18.2	The hammock caters well for the toddlers as it is low, has a soft rubber coating and is tethered to the ground (cannot swing high).
18.3	The hammock was mentioned as being a good social experience, soothing, and allows the little kids to watch the bigger kids
19.0	Slides & Wobbly bridge

19.1	The slides were valued, however the access to the taller larger one was deemed dangerous due to the large wobbly bridge access to it.
19.2	The large wobbly bridge has a big gap where children could slip through.
19.3	The bridge was mentioned as too high and could/should have a safety net/ safety balustrading.
19.4	The bridge means extra care/ supervision and assistance is required
19.5	The other access (leaf climber) is too challenging for under 5-year-old children.
20.0	Multi rocker
20.1	The large rocker was used extensively by the educators and the children.
20.2	The rocker at one stage had 9 children on it
20.3	It was noticed kids looked uncomfortable on rocker as they were leaning forward to reach the bar handles, which meant they weren't fully supported on the seat, and their legs were dangling. One child slipped off the seat when leaning forward to access the bar. The rocking bar was a hazard at this point (to the head). A better rocker would be valued.
20.4	A few educators suggested the rocker was a bit large for the little children/ didn't have the correct supports. There is no foot or back support on the multi rocker.
20.5	The flat middle section of the rocker was used often by both educators and children, and is a valuable contribution to play
20.6	The rhythm of the rocker was used for counting and singing games
21.0	Hexagonal staircase on combination unit
21.1	The first step on the combination unit was quite high (350mm) compared to the differences in heights of all other steps. This possibly a mulch level issue (too low). This height does not support toddler and preschool use.
22.0	Birds (Pigeons)
22.1	The children were very interested in the pigeons, and the educators often give them bread or similar to feed them. Chasing birds is also popular.
23.0	Swing
23.1	The toddler swing was used extensively throughout the visit
23.2	Educators generally would like another toddler swing for side by side play, but understand the playground caters for different ages
24.0	Musical items
24.1	The musical items are all at one height and made it difficult for the little children to use, especially the drums.
24.2	Some children think the musical items are tables
25.0	Train
25.1	The children love the enclosed tunnel on the train
25.2	Educators expressed concern that the two triangles as a bridge (bowtie bridge) is too challenging for small children to navigate and is also unsafe.

26.0	Sand pit
26.1	Sand/sandpit was stated as desirable at Clementson for a range of reasons including sensory play, constructive play, safer than mulch, and the ability to play 'truck truck' (imaginary play).
27.0	Babies
27.1	There is nothing in the playground for babies to do.
27.2	The babies stay in the stroller when they are at the play space. This could be addressed by the addition of a sandpit and nature play area.
28.0	Children with a disability
28.1	It was acknowledged that children with a disability or additional needs are more likely to end up at Family Day Care due to larger centres not catering for additional needs - especially as they are often undiagnosed at this early age - and hence present "behavioural difficulties".
28.2	Some educators have had children with mild disabilities and state there's 'nothing' here (Clementson) for those children. Sensory play was mentioned as a welcome addition (sandpit so children can scoop/stack things/open close etc, also activity items on the fence at toddler height)
28.3	This playground was mentioned as good for active kids and the library is good for children with a disability. Queens Park was stated as much better for children with a disability as it has sand and grass.
28.4	Children with a disability get agitated in busy play spaces like Clementson; it needs a quiet corner, which is natural.
28.5	Children with ASD (sensory issues) want to be alone/avoid noise. They are allowed to stay in pram/stay with educator. A natural, quiet corner would be infinitely better.
28.6	Educators would like to see a quiet corner with sensory activity or for fine motor skills.
28.7	Suggestions for children with a disability include tactile experiences, things to spin, sensory equipment, nature play and a sanctuary space. Also improved supports throughout the play space: handles, bars, bridges etc.
29.0	Community Garden
29.1	A community garden is located a few hundred meters from the playground in Clementson Park. This was described by educators as crucial for all the community as open space/backyards are at a premium due to many people, including children, living in townhouses or similar.
29.2	It was noted that the community garden is locked, but the gate has a code which the local centres can use.
29.3	Local centres use the gardens "all the time".
29.4	It was noted that the community garden has poor access (around the back) and the gradient of the path is inaccessible. It was stated that this should be rectified.
29.5	The gradient of the path is not good for young kids or older people, or for stroller use.
29.6	There has recently been a newly appointed volunteers coordinator, and there are many potential volunteers to help run/maintain the garden. An example of volunteers would be

	older Australians or people on Newstart (whom are required to volunteer for 8 hours a fortnight).
29.7	The community garden space is owned by Waverley Council.
29.8	Amsterdam was noted as a good precedent for community gardens.
29.9	WFDC potentially looking at a new grant for the community garden.
29.10	The community garden was shut down to the public as it led to tensions. The garden is now used by groups or services that have allocated areas and timeslots.
30.0	Queens Park
30.1	Queens Park is often visited by some of the educators and is seen as a 'good' play space. Access to playground is often by walking with stroller and relevant safety accessories (child safety harness).
31.0	St James Park
31.1	St James Park was noted as a nice playground with great equipment that is also visited, but not as good, as it is not fence
31.2	A fence at St James is seen as essential as it currently is difficult to supervise young children.
32.0	Demographics
32.1	The demographics of the area has changed and is now mainly middle class.
33.0	Intergenerational Opportunities
33.1	An older female (80 years) and older male (70 years) were interviewed whilst sitting on the outside of the playground on a seat. Neither had children or grandchildren. They were simply enjoying and outing to the park and walking the dog.
33.2	They stated that the playground excludes everyone that's not a child. They would like more space for dogs to run around freely.
33.3	Stated that it is a small park for an area of high density, a matter of space, and should be optimised for everyone.
33.4	The ABC program was mentioned: 4-year old's in nursing homes, as a great idea to get older people interacting with children.
34.0	Senior Centre/Grandparents
34.1	There is a senior centre nearby and that Clementson Park could be a good location for dedicated equipment for older people to improve and maintain balance and agility. This could be co-located with the play space for older people who look after grandchildren.

APPENDIX D Consultation with Lifestart



Waverley Council - Inclusive Play Space Study

Lifestart Face to Face Consultation Summary



Summary of Meeting

Meeting Details		
Meeting Date:		Thursday 15 August 2019
Meeting Details:		Held at Lifestart’s offices - Malabar
Meeting Topic:		Inclusive Play in the Waverley L.G.A.
Meeting Time:		10:30am – 11:45am
Attendees		
Emma Levin	(EL)	Lifestart
Carl Nugent	(CN)	Waverley Council
Michael Cerrone	(MC)	Waverley Council
Fiona Robbé	(FR)	Fiona Robbé Landscape Architects (FRLA)
Matthew Parkinson	(MP)	Fiona Robbé Landscape Architects (FRLA)

FRLA and WC held a consultation at Lifestart to hear from staff about their ideas and suggestions of how to make play spaces more inclusive, and ensure everyone can play in the Waverley L.G.A.

1.0	Inclusion and play spaces
1.1	Inclusion in play spaces compasses all people – whichever walk of life – all ages, all capabilities, and cultures.
1.2	Not only focused on children, but the whole community including grandparents and the elderly.
2.0	Lifestart – what they do
2.1	Lifestart is a not for profit organisation and used to 'do what parents wanted to achieve' with individual hands-on therapy e.g. taking children with a disability to play in a park. But this has changed to assisting families getting NDIS funding, and the focus is meeting the NDIS criteria.
2.2	Lifestart focus is on 0-7-year-olds, although they support people living with disabilities up to the age of 24.
2.3	Noted that no mental health funding for children under 7 years old.
3.0	Lifestart suggestion 1: Gated and fenced play spaces

3.1	Fenced play are spaces considered crucial for children with additional needs as many of them abscond.
3.2	Gates to play spaces must shut automatically (self close) as kids sometimes wait at gates and run out when they are opened. Parents/carers often don't have a spare hand (then kick gate).
3.3	The pros and cons of double gates (air locks) were debated and the point was made that while this serves some (e.g. children with autism), this encumbers people in wheelchairs.
3.4	Noted that the lower blue MLAK locks (for people in wheelchairs) are not made to be slammed, and often fail. Good quality hinges with "soft" and self-close qualities are a possible solution.
3.5	Electronic gates are unreliable - those in current playgrounds have been known to stop working.
3.6	When queried on acceptable height of fences, it was stated that if kids want to climb, they will and that sometimes there's no stopping them. FRLA: our philosophy 1.2m high fences will at least slow children down and let carers catch up.
4.0	Lifestart suggestion 2: Parking and paths
4.1	Road safety and accessible parking are considered crucial to a successful playground outing.
4.2	Queens Park playground is an example where the external path is not linked from carparking to playground, and the road nearby is busy and dangerous. The links need to be made with kerb pram ramps and accessible paths.
4.3	Big play spaces should have wide continuous circumference pathways linking all equipment with no trip hazards.
4.4	It was generally understood that accessible parking and accessible paths are not always possible, due to steep sites.
4.5	Emma suggested Kurrawa Playground, Broad Beach as a good precedent playground.
5.0	Lifestart suggestion 3: Sensory play
5.1	Sensory play including water and sand play is considered crucial for people with additional needs.
5.2	It was suggested these sensory play items be located separately as some children only like one or the other and not necessarily both.
5.3	Kompan sand/waterplay tables were shown as a precedent image of what would be welcome in Waverley play spaces (see attached).
5.4	Choking hazard of sand (for some children) was mentioned but clarified as parents/carers responsibility, and not something to be avoided in public play spaces.
6.0	Lifestart suggestion 4: Rubber Under-surfacing
6.1	Rubber under-surfacing is desirable for play spaces as it allows access for wheelchairs/mobility devices.

6.2	FR cautioned that rubber is not always the answer, and that a variety of under-surfacing solutions in combination often works - agreed by all.
6.3	St James Reserve was mentioned as a good space.
6.4	FR suggested that when rubber is used, it should be used generously, not just as a narrow “tongue” under a swing user area, but in a broader area, allowing for stroller/mobility device circulation.
7.0	Lifestart suggestion 5: Shade
7.1	Shade is recommended in play spaces – agreed that it must be appropriate i.e. natural shade great, where possible. Shade sails to be used where trees are not nearby, or too small.
7.2	CN stated that WC to take care in the siting of a playground – near mature trees desirable.
8.0	Lifestart suggestion 6: Minimal exits of climbing equipment above ground level
8.1	It was requested that climbing equipment, including decks, to have minimal exits when above the ground level as children have no idea of the route to follow, and risks are often presented. Supervising these pieces is often difficult, especially from ground level.
9.0	Lifestart suggestion 7: Accessible play equipment
9.1	Accessible play equipment was requested for people with additional needs – especially equipment that allows for use of walkers or wheelchairs.
9.2	Wheelchair accessible merry-go-rounds (spinners) requested.
9.3	FR stated spinner choice important – some have brakes, some have wheel stops, but some are poorly designed and are scary for the user (e.g. rolling backwards on your wheelchair while on a spinner due to centrifugal forces).
9.4	CN mentioned that equipment that allows for a side transfer is ok, but not as good as flush mounted equipment.
9.5	5-way harness seats were requested on flying foxes. FR stated they are not appropriate for toddlers and they are the wrong message for carers of young kids. Emma agreed the jolt at the end of a regular flying fox would be unpleasant for younger children or people with a disability.
9.6	FR showed the Playworld “cruise line” which is an all abilities flying fox and stated that best practice would be if this item was placed side by side with a standard flying fox, offering choice.
10.0	Lifestart suggestion 8: Separate areas for toddlers
10.1	Separate play equipment areas for toddlers such as Queens Park is appreciated as children such as 2-year-olds will not always want to play with 7-year-olds.
10.2	A separate toddler area at Bondi play space was requested.
11.0	Inclusive playgrounds: Where?
11.1	<p>Emma questioned where Waverley Council will place inclusive playgrounds.</p> <p>FR clarified that this is more than a “one playground approach”, indeed is a whole philosophy of play. Waverley however will initially focus on 14 selected play spaces, spread evenly throughout LGA.</p>

11.2	Having many inclusive play spaces of different sizes was agreed as best practice, as sometimes the big playgrounds are overwhelming for a child with additional needs, and hence inadvertently exclude the child.
11.3	Bondi play space was mentioned as a future regional space, which will focus on all abilities/inclusion.
11.4	Biddigal Reserve was identified as a good opportunity for an inclusive playground as it is quieter with good parking and nice trees.
11.5	CN stated that the inclusive play study process will form principles which Waverley Council will apply to play space upgrades and new play spaces.
11.6	It was clarified that a likely outcome from the study will be different inclusive play experiences at different play spaces e.g. 1 inclusive spinner at one playground, and side by side (both accessible and regular) flying foxes at another.
12.0	Toilets
12.1	Toilets to have a good accessible pathway, and a parent's room (where fathers are welcome too).
12.2	Toilets should be as close to a playground as possible. Distance is always difficult to define: 50m arbitrary, but usually quoted as a maximum.
13.0	Other supportive elements
13.1	Seating is key for support – there are never enough.
13.2	Platform tables – proving these is crucial for people with additional needs, sometimes this cohort need to sleep wherever they are. Platform tables good for this, and also to change nappies on etc.
14.0	Website
14.1	Information about Council play provision and supportive elements was deemed vital to know for planning a trip to a play space – websites to provide information of facilities, play items, inclusive level and pictures.
14.2	CN noted Waverley Council currently working on website.
14.3	Examples like play-finder/buggy-buddies noted as good precedents for information on play spaces.

Ideas for Parks

- Gated for absconders (fully fenced)
- Appropriate road safety around parks e.g. zebra crossings, pathways and lights
- Wheelchair accessible equipment
- Water and sand play – sensory play
- Gates need to be able to self-close
- Accessible parking
- Wheelchair swings
- Soft ground not woodchips especially for oral seeking kids
- Appropriate shading
- No cut outs/exits on the climbing equipment (difficult to monitor/be at every exit for impulsive children with limited safety awareness)
- Flying foxes that have seats that children can be strapped into
- Merry go rounds that are level/built into the ground so that wheelchairs can be wheeled onto them
- Separate play equipment for 0-3 years of age

Belrose inclusive play space

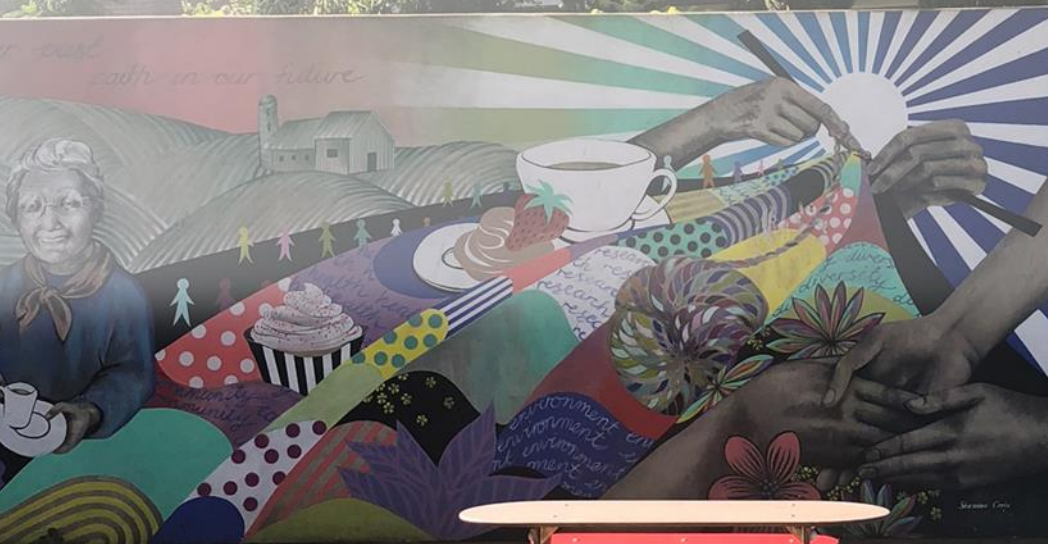
Livvi's place playground

Kurrawa All Abilities Playground, Broadbeach



Notes from Lifestart.

APPENDIX E Consultation with Local Inclusive Play Advocate



Waverley Council - Inclusive Play Space Study

Phone Consultation Summary



Summary of Meeting

Meeting Details		
Meeting Date:		Wednesday 7 August 2019
Meeting Details:		Telephone call
Meeting Topic:		Inclusive Play in the Waverley L.G.A.
Meeting Time:		2-3 pm
Attendees		
Local Resident	(LR)	Local Inclusive Play Space Advocate
Fiona Robbé	(FR)	Fiona Robbé Landscape Architects (FRLA)

1.0	Background
1.1	LR lives in the Waverley LGA (her child does not have a disability, and nor does she). LR has been talking to Council for 5-6 years about playgrounds, regularly attends local Precinct meetings, and visits many of Waverley's playgrounds as a parent with a child. LR's interest in the Inclusive Play Space Study stems from LR's concern over the lack of inclusive and accessible playgrounds in the LGA
2.0	Disability and Waverley
2.1	LR acknowledges that our society is not made up of able-bodied people only, and that many people pretend that disability does not exist in our community, which is clearly not the case.
2.2	Someone has to caringly speak up for people with disabilities, and LR has accepted this role. If nothing is said, nothing changes.
2.3	Waverley Council needs to foster a sense of pride and belonging in the L.G.A. Council should publicly show that everyone is included in its considerations (especially in playground provision), and currently does not, with the exception of cultural inclusion. LR wishes Council would say "Welcome everyone" in its messaging about events and facilities. For example, Bondi Winter Magic is not an accessible event, and LR wonders why not.
2.4	LR feels that it is deplorable that Bondi Beach project is not an inclusive, accessible environment, when it could be. By comparison, Northern Beaches Council has achieved a high standard at Collaroy Beach with the whole precinct being developed as an inclusive destination for locals and tourists alike.
2.5	LR's attitude to inclusive public environments is that "Inclusion is achievable – you simply have to commit to it" and expense should never be the reason why inclusion is too hard to achieve.
3.0	Inclusive Playgrounds

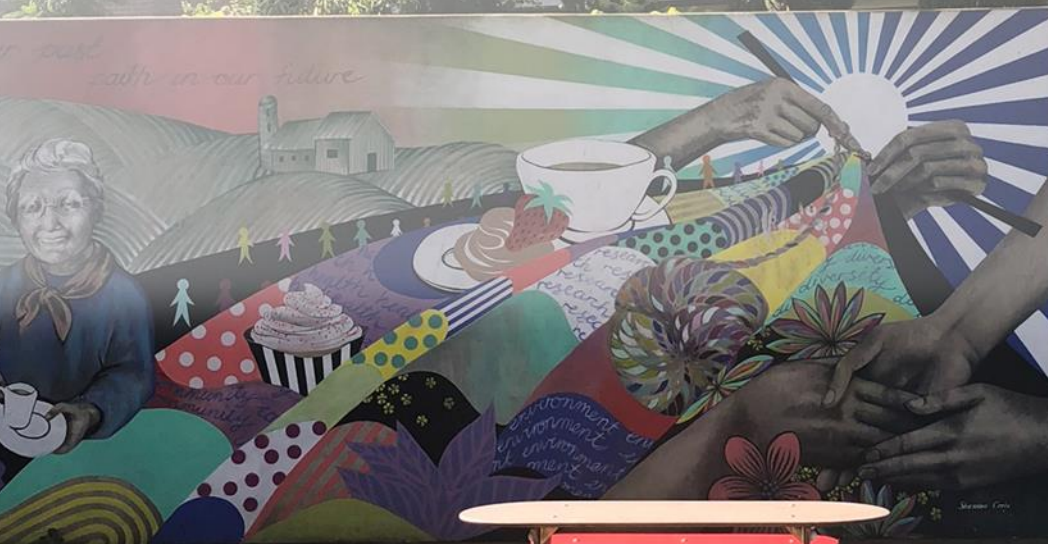
3.1	LR feels that there are no truly accessible playgrounds in the Waverley LGA, and this needs to change.
3.2	Playgrounds are places where everyone belongs, Waverley Council's mission should be that all children in the Waverley LGA are enabled to play; it is a fundamental human right. Able-bodied children and children with disabilities should play side by side.
3.3	Inclusive playgrounds should be accessible to older people with mobility devices (e.g. parents of able-bodied children), and the playground must be safe for them.
4.0	Good Examples of Inclusive Playgrounds
4.1	Chifley Reserve Playground: a beautiful space, fully gated.
4.2	Livvi's Place Playgrounds: fully integrated playgrounds for example, they have roundabouts that an adult in a wheelchair can access and use.
5.0	Specific Playgrounds: poor examples of Inclusive Play
5.1	Wairoa Avenue Playground: this Playground is in the same street as a special school but has no inclusive equipment in it. It is 'the least accessible playground'.
5.2	Ian Potter Children's Garden, Centennial Park: offers the perfect opportunity for Inclusive Play, for example, the slide could be accessible, but isn't. Why not?
5.3	Stephen Street Playground: this new Playground has a lot of rubber, and could have been designed to be inclusive, but was not e.g. The cubby house is not accessible and should be.
6.0	LR's Wishlist for consideration in inclusive playgrounds:
6.1	Swing with a high back and 5-point harness, next to a strap or toddler swing.
6.2	Flying fox with a similar seat and harness.
6.3	Ramps up to slides on hills.
6.4	Accessible cubbies.
6.5	Equipment that accommodates mobility devices e.g. roundabout.
6.6	A discussion was held about segregation versus inclusion. A Liberty Swing denotes segregation for instance. Fiona pointed out that a swing seat with the 5-way harness can be viewed the same way; it is an obvious seat for a child with a disability, promoting segregation.
7.0	LR's suggestions for Waverley's future inclusive playgrounds:
7.1	Greater involvement from the Access Committee.
7.2	Play specialists should design and build the playgrounds – the right people to do the job.
7.3	Not every playground can be fully inclusive, due to steep slopes, or busy roads. A "something for everyone" philosophy is sensible and achievable.
7.4	LR agreed that true inclusion is when Universal Design is applied to playground equipment, and no obvious message of difference is expressed.
7.5	A Council accessibility officer should review all Waverley's playground designs before they are built.

8.0	The Online Survey
8.1	LR feels that the survey is unclear about the play study's aim. It is too "generic".
8.2	LR feels the survey should have been advertised in Council playgrounds (a small poster).
8.3	LR did not see the survey advertised anywhere e.g. included in the Precinct newsletter. How do residents know it is open? Residents do not visit the 'Have your say' webpage in a random fashion.

Conclusion:

The phone call ended with a discussion on the Disability Discrimination Act being reactionary, not proactive. The Everyone can Play Guideline is not enforceable - it is a "best practice" guide. This leaves Councils in a position where they have a moral duty to provide inclusive playgrounds, which is different to a legal requirement, or a clear policy. Inclusive playgrounds would benefit from "carrots and sticks".

APPENDIX F Consultations with Wairoa Special School



Waverley Council - Inclusive Play Space Study

Wairoa School Teleconference Consultation Summary



WAVERLEY COUNCIL



Fiona Robbé
Landscape architecture,
horticulture and playspace design

Summary of Meeting

Consultation Details		
Consultation Date:		Thursday 19 September 2019
Consultation Details:		Teleconference call
Consultation Topic:		Inclusive Play in the Waverley L.G.A.
Meeting Time:		3pm
Attendees		
Name:		Role:
Angela Rudd	(AR)	Relieving Assistant Principal – Wairoa School, 27 Hastings Parade, North Bondi
Fiona Robbé	(FR)	Fiona Robbé Landscape Architects (FRLA)

1.0	Background
1.1	Wairoa School: Some Background 50 students attend the school, from Kindergarten to Year 12. The educational program supports students with moderate to severe intellectual disabilities. Some students also having physical and sensory disabilities as well.
1.2	The following comments were made regarding the provision of inclusive play space in the Waverley LGA. School outings usually take place on a Friday, and visits to parks and play spaces are part of the curriculum. 12 students use wheelchairs or strollers.
A.	Can We Get There?
2.0	Fencing
2.1	Angela emphasised 'up front' that unless a play space is fenced, the school does not consider it worthwhile to visit it. This is because fencing is a safety issue; many students are absconders/wanderers. Without a fence, more staff are required. In Angela's words: "This is a massive issue", and she wanted this mentioned as the most important feature of a suitable play space for her school to visit.
3.0	Paths
3.1	Paths leading up to play spaces need to be even, especially for mobility devices.
4.0	How they get to Play Spaces
4.1	The students mostly walk to public parks. A walk around the block, or to the Beach and back are both common occurrences. The bus is sometimes used for outings on a Friday. Both these walks include a play space – either Bondi Beach play space, or Wairoa Reserve play

	space. Note that Wairoa Reserve is not fenced, and it would support the school outings if it was.
4.2	The school visits the Wild Play Garden at Centennial Park and get there by bus. They find that the accessible carparking/bus bays are too far away, so they must drive closer in, and drop students off. The school bus is used on Fridays.
5.0	Play spaces the School Visits
5.1	Bondi Beach play space: visited quite often, fenced.
5.2	Wairoa Park: close by.
5.3	Wild Play: fenced. A bit too busy but they love visiting it. <ul style="list-style-type: none"> • The water play is very appealing • They love being amongst the trees, logs and stones • Because it is 'compartmentalized' they can visit different parts on different visits
5.4	Paddington Gates Play Space: unknown to the school
6.0	Adult: Student Ratios
6.1	Visits to parks and play spaces requires high adult to student ratios, and depends on the needs of the students. High needs students – 1:1 ratio Usually they have 3 adults to 7 students
B.	Can We Play?
7.0	Equipment
7.1	For students in wheelchairs: things that make sounds e.g. <ul style="list-style-type: none"> • doorbells, buttons to press (with wheelchair wheels) • things that are dazzling to look at • textures to touch • water in various forms – sprinklers, fountains and trickling down a wall where it can be touched. Not a pool of any sort Water is multi-sensory, so is highly valued: <ul style="list-style-type: none"> • some students can get out of their wheelchairs, but have poor muscle tone – they fear being bumped and falling over • wheelchair accessible trampolines would be fabulous
7.2	For mobile students (are very able-bodied): <ul style="list-style-type: none"> • climbing e.g. nets • sand play very highly valued • mulch is a tactile experience (valued) • flying foxes – only a few students can use these, but they are loved • trampolines (already at school) are enjoyed by all • swings: hammock or bird's nest swings are highly valued. Strap seats are too hard to use due to balance required • vestibular equipment always popular • group play is valued
C.	Can We Stay?
8.0	Toilets

8.1	Toilets extend an outing from 2 hours to a longer period. Some students are in nappies, and nappies are always taken on outings. Better toilets at the Bondi Pavilion are required for trips to Bondi Park. A Changing places toilet would be highly appreciated but must be closer to the play space than the existing toilets.
9.0	Shade
9.1	Adequate shade is immensely important as many of the students are not capable of temperature regulation. This becomes more important with climate change.
10.0	Seats
10.1	A social seating arrangement for morning tea would be appreciated. Essential to accommodate wheelchairs (the height is very important to get right).
11.0	Bins
11.1	Bins are not especially important (they take their rubbish back to school).
12.0	Drinking Water
12.1	Water is brought on excursions, so an extra supply of water is appreciated such as bottle-filling tap or outlet.

Waverley Council - Inclusive Play Space Study

Wairoa School Outing Consultation Summary



WAVERLEY COUNCIL



Fiona Robbé
Landscape architecture,
horticulture and playspace design

Summary of Consultation

Meeting Details		
Consultation Date:		Wednesday 25 September 2019
Consultation Details:		Consultation included an excursion from Wairoa School to Bondi Park Play Space, and back with a group of students aged approx. 5 to 10 years old. The Consultant team then had a meeting with the Relieving Principal.
Consultation Topic:		Inclusive Play in the Waverley L.G.A.
Consultation Time:		11:15am-1:00pm
Attendees		
Angela Rudd	(AR)	Wairoa School Primary School teacher
Penelope Earp	(PE)	Wairoa School Secondary Teacher/ Relieving Principal
5 Teachers and 11 children		Wairoa School Carers/ Teachers + 11 Children aged 5-10
Carl Nugent	(CN)	Waverley Council (WC)
Fiona Robbé	(FR)	Fiona Robbé Landscape Architects (FRLA)
Matthew Parkinson	(MP)	Fiona Robbé Landscape Architects (FRLA)
Children's Profiles		
11 children aged 5 to 10 years. Approximate ratio of 1 teacher to 2 children.		
Profile: The children had a range of disabilities including Autism, Down Syndrome, Global Delay, with most children having other complex needs overlaying these conditions, e.g. poor vision		

A. Can We Get There?

1.0	Marshalling areas
1.1	Children were gathered together and briefed as a group before embarking on a new activity. Briefing included marshalling students in one spot, sitting all children down and using positive language to cue the next activity. Children were briefed when leaving the school, when arriving at the play space, when leaving the play space and when arriving back at school.
1.2	The marshalling also allowed for allocation of children to carers/teachers, including all instructions.
1.3	Children did not commence the activity until they were told they could.
1.4	Children collected on seats and benches. The bench used in the playground was the first seat inside the fenced area. The students know the routine.

1.5	It was mentioned that linear benches for marshalling high school students are not great; the students need more space between them, and a wheelchair accessible table would be more suitable. A more 'social' setting is needed (seats not in a row).
1.6	A dedicated fenced 'collecting' space (air lock) with a sense of naturalness (planting) was suggested as a worthwhile addition to a play space. Seating within this space is valued. This is a holding area to be used as a transition space which is neutral, and calmer than being inside the play space itself. This space needs to hold 6 students and carers.
2.0	Getting to the Play Space
2.1	All children held hands with a 'buddy' (student) or a teacher during the walk to the play space. Severity of disability affected whether the child would hold a carer's hand or buddy's hand.
2.2	One child in a wheelchair was pushed to the play space by a teacher.
2.3	Pram ramps at street crossings are critical for safe walking, as many children are unsteady. The ramps also "cue" behaviour
2.4	A continuous concrete path is vital to enable the group to walk to Bondi Beach The path is a cue ("we walk here") as well as being easier to walk along (as opposed to grass).
2.5	The accessible path within Bondi Park leading from Campbell Parade to the play space is a safety hazard as there is a conflict with cars (cars share the same route)
2.6	Route to play space from school main gate: Brighton Boulevard, Wairoa Avenue, Campbell Parade crossing the lights at Beach Road
2.7	The traffics lights were a challenge for this group, in that the timing for crossing is short. However, all managed to cross at once, remaining in one group.
2.8	Small lip between the public path and the playground entrance an issue for wheelchair users.
3.0	Road Safety
3.1	Constant vigilance regarding road safety was evident throughout the journey to and from the play space. It was mentioned that the carers usually encourage more conscious attention to road safety, but had allowed for a quicker journey today, with less focus on road safety.
3.2	Phrases used for road safety were repetitive, clear and positive. The same phrases were repeated and reinforced such as 'no cars, no cars', 'always looking', 'what are we waiting for?...green man'
4.0	Language
4.1	Similar to crossing the roads, positive language was used to encourage children to do something. One child would repeatedly fall down and her teacher would talk to her using a '1,2,3 up'...'good girl' technique which often resulted in the child being assisted back up, with a smile on her face.
4.2	The language from teachers is constantly reassuring 'we are walking back to school', 'walking' 'we are walking' 'looking for cars, left and right', '1,2,3..up' etc
5.0	Accessible parking
5.1	Accessible parking is critical for visits to play spaces further afield (than Bondi).

B. Can We Play?

6.0	Sensory Needs
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6.1	One child who is tactile defensive, was a bit lax and wobbly in her movements, and moved constantly being attracted to the fence, plants and swing frame. She would only touch blue objects, and everything else she shied away from. She preferred walking in sandy areas, with shoes on. She never sat or stood still. She wore head protection as she is prone to falling.
6.2	The sand seemed to be universally appreciated by all children. Two children sat in the sand the entire visit and played with it. Touching sand provided comfort and interest. Wairoa School has a sensory space with a sand pit and wall mounted sensory panels (sound, touch, texture, colour, interactive ball game). This is particularly suitable for students in wheelchairs. A good addition would be a warped mirror to add to the experience.
6.3	One child didn't use any equipment but preferred to run and jump on different surfaces (rocks, plants, sand etc)
6.4	A sensory board/panel was requested as a 'nice to have' for Bondi Play Space as these children enjoy sensory experiences.
6.5	Sydney Park's deck bells were stated as items well enjoyed by these children.
6.6	Half the children took their shoes off once they arrived at the playground. These children preferred to stay in the sandpit. Shoes can be an unpleasant sensation for some students, who prefer to be barefooted.
6.7	Smell was mentioned as a sense that delights these children in play spaces. For example, herb gardens.
6.8	Some children have a heightened sense of smell and associate activities with what they can smell. For example, the smell of the sea equates with being in the play space.
6.9	Blue is often a preferred colour for autistic students, and can be used to encourage children to engage with equipment and play. This was especially noted with the student with Global Delay – she would only touch blue items (poles) or clothes.
7.0	Edges
7.1	Transitions between materials must be highlighted through luminance contrast as many of the children have poor vision. The transition from concrete path to sand must be clear. One child enjoyed repeatedly stepping from the path to the sand as a play experience.
8.0	Swinging
8.1	The toddler 'bucket' swing was used for a child with Down Syndrome as it supported her once she was in it. She loved the swinging sensation ('dropping feel') however it was difficult for the carers to lift her in and out of the seat. A bigger seat is required.
8.2	The hammock swing was very well used particularly by the more able-bodied kids. At one time there were 3-4 kids on it at once.
8.3	The Sutcliffe inclusive 'boat' swing was shown to teachers (photo) and considered ideal for Wairoa students (better than what is there).
8.4	Hammock swing doesn't work well for less able-bodied kids, less co-ordinated or touch-sensitive children. It also needs more firm postural support bars. When the hammock swing is used lengthwise by high needs children, they feel vulnerable (like they are going to fall out). When used width wise, they have no head support.
9.0	Kompan combination equipment

9.1	Both combination pieces were well used by the more able-bodied children.
9.2	The taller equipment for older children (featuring complex climbing and banister slide) was used more than the toddler gear. 2 to 3 children went straight up the ladder climber without any fear - showing advanced climbing skills, typical of autistic children.
9.3	The toddler gear was difficult for some children to access as the vertical ladder climber is too challenging. A staircase would be a valuable addition. Once children were up, the slide with its high sides and hand supports was comfortable for children to use.
10.0	Multi Rocker
10.1	The Kompan multi rocker was used and enjoyed by children of all ages and all abilities in the group. The multi rocker has many supports that allowed children to hold on, lean on etc.
11.0	Water
11.1	Water play was an experience teacher's would like to see return to Bondi Park Play Space (as well as other playgrounds).
12.0	Centennial Park Wild Play Space
12.1	Wild Play is a good space for the younger Wairoa children. Wild play was enjoyed as it is natural, sensory, visual and auditory. They particularly like the bamboo.
12.2	Wild Play is not suitable for older secondary students, for many reasons, including furnishings not being big enough, and gathering areas are too cramped. Secondary students at Wairoa are 'very different' to primary students. When crowded, the space is very difficult for Wairoa students to use.
12.3	Wild Play doesn't offer equipment big enough to cater for the older children (too low, not enough different skill levels, etc)
12.4	Angela was told that Centennial Parklands block out play times specifically for special needs children at the new playground and was keen to find out more
12.5	Centennial Parklands have run some nature-based play programs with the school with stick and clay making experiences that the kids loved.
13.0	Social
13.1	Some Wairoa children are social, and enjoyed playing with others, but most were not...being happy to play alone.
14.0	Excursions
14.1	Angela advised when the school go to a new park, she prefers to have a higher teacher/carer to child ratio to manage a new environment for the first few trips. Once they're comfortable and familiar with the space, the ratio can drop (student needs dependant as always).
14.2	Other excursions focus on life skills building – such as lunch at a café, buying lunch from a takeaway or supermarket or going to a post office to send mail. Excursions typically are undertaken in 1.5 hr blocks due to teaching duties (includes travel time).
15.0	Spinning
15.1	It was mentioned that secondary students liked spinning and in particular, single carousels (like the spica)

16.0	Fitness equipment
16.1	It was mentioned that secondary students liked using fitness walker-type of equipment.
17.0	Slides
17.1	Both slides were well used by the primary school children at Bondi Play Space
17.2	It was mentioned that secondary students enjoy slides providing they're supportive, don't look scary and are built in.
17.3	Other (less scary) ways down are necessary if slides are too overwhelming for children.
18.0	Flying foxes
18.1	Flying foxes were mentioned as good pieces of equipment for secondary students at Wairoa.
19.0	Boat
19.1	The angled boat sides doubled up as a slide for the more able-bodied Wairoa students.

C. Can we Stay?

20.0	Fencing
20.1	Fencing is the main reason teachers take the children to Bondi Park Play Space. Wairoa Park Play Space was mentioned as unsafe for the school as it is unfenced and too close to the road.
20.2	Fencing was stated as a crucial element - without a fence a play space is almost impossible to visit.
21.0	Surfaces
21.1	Accessible, hard surfaces are considered crucial for older children (secondary) that are in wheelchairs. It was stated that younger, smaller children can be pushed on grass etc but not older children (they are heavier).
22.0	Toilets
22.1	Wairoa children very rarely use bathrooms by themselves - teachers help students. Non gendered family or accessible toilets are considered a necessity, so teachers help a child of the opposite gender.
23.0	Visual Cues
23.1	Clear visual cues (consistent use of signage, colours, materials) are critical for children with disabilities. These cues provide predictable behavioural signals to children and are comforting.
24.0	Hats
24.1	It was noticed that students do not wear hats, nor have sunscreen applied to their skin for excursions. Teachers advised that hats are a sensory issue, feeling too oppressive and uncomfortable for students.
25.0	Foliage
25.1	Foliage in the play space is often eaten (e.g. grass) so toxic species must be avoided. By no means should grass or plants be avoided in the design + provision of play areas.

D. Can We Get Back?

26.0	Behavioural Issues
26.1	One child had a tantrum (yelling) on the way home. Teachers stated it was because he didn't want to go back to school and wanted to keep on playing. He had little sense of embarrassment: little self-consciousness at all.
27.0	Trip home
27.1	The trip back to school is always anticipated to take longer as the children are tired, less-coordinated, more restless and more emotional, delaying the group's progress.

E. Wairoa School

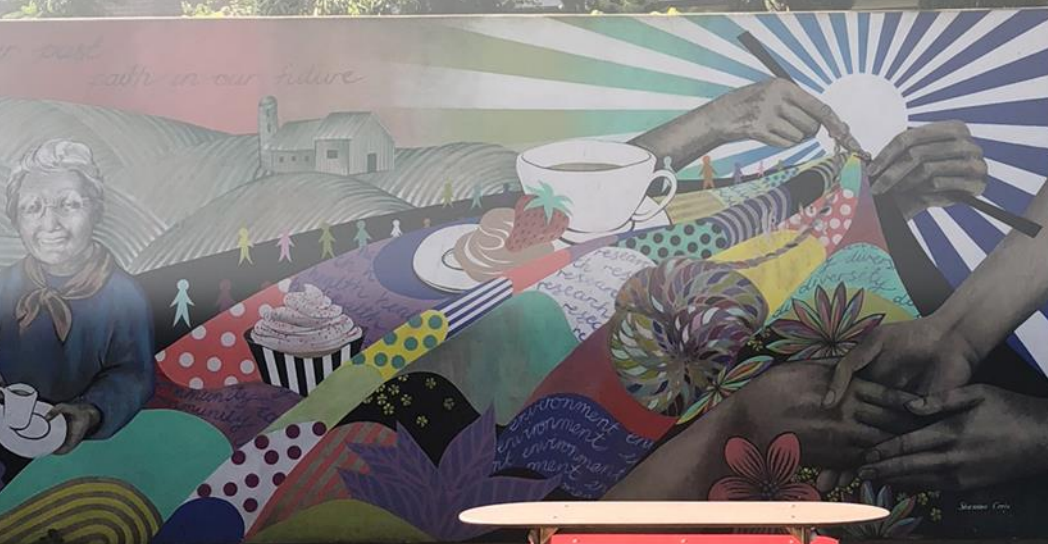
28.0	School Play Areas
28.1	The school has its own sensory area that is well used and enjoyed. Both areas (junior and senior) have trampolines.
28.2	Sensory mirrors were wanted at Wairoa. FR suggested convex parking mirrors as a cheap solution.
28.3	The school has a Liberty Swing, as well as traditional play equipment, in separated areas for different age groups.

F. Other

29.0	Other Issues
29.1	It was mentioned that Holdsworth children are typically more 'able bodied' than the secondary Wairoa students.
29.2	A local mother (Cathy) is wanting a facility (in Waverley LGA) for people with more severe disabilities.
29.3	Darling Harbour Playground was mentioned as a good space for secondary students as it has good water play, is open, with good surveillance. The water play is engaging which means absconders do not typically run off. There are also nearby toilets.
30.0	Independent wheelchair user
30.1	A man with Cerebral Palsy (a wheelchair user) was in the Play Space at Bondi Park, separate to the Wairoa visit. The man lives by himself in Putney, has an electric wheelchair, and a converted car that he operates. The man lives in Putney, can operate a mobile phone, and his carers do 8hr shifts.
30.2	Bondi play space was chosen by him for a visit as it is a place he can access. The loop path was mentioned as very good for his needs. He enjoys a place where people (kids) are having fun.
31.0	Wairoa Park Play Space
31.1	Wairoa Park Play Space (adjacent to the school) was mentioned as a potential key space for younger children from the school if it was fenced.
31.2	The park could potentially be a great asset for children with behavioural issues (not just autism).
31.3	Park potentially could be a good asset for less mobile children if the paths were linked.
31.4	The park needs to be fenced with at least one accessible suitable play experience (e.g. a sensory board/ mirror) for the Wairoa students, preferably more.
31.5	The mulch levels need to be topped up.

31.6	The stairs could be replaced with a ramp to enable pram and wheelchair access to the raised grassed area at the back of the play area.
32.0	Mainstream Schooling
32.1	Angela stated that some of the group (2-3 boys) would most likely transition into mainstream schooling for High School.

APPENDIX G Consultation with Holdsworth Community



Waverley Council - Inclusive Play Space Study

Holdsworth Community Consultation Summary



WAVERLEY COUNCIL



Fiona Robbé
Landscape architecture,
horticulture and playspace design

Summary of Meeting

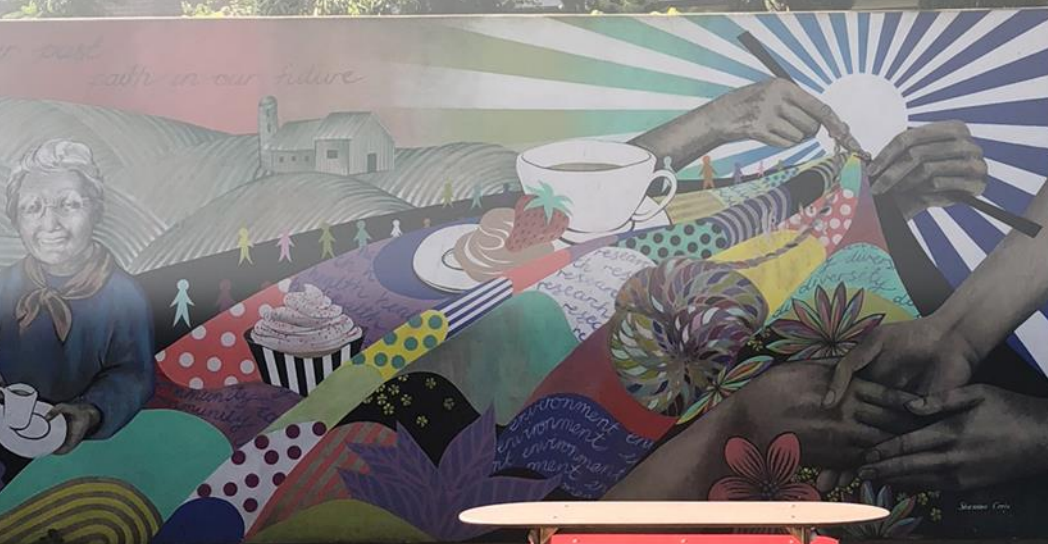
Consultation Details	
Consultation Date:	Saturday 10 August 2019
Consultation Details:	Excursion from Bondi Junction to Bondi Beach
Consultation Topic:	Inclusive Play in the Waverley L.G.A.
Meeting Time:	9-12:30 pm
Attendees	
Name:	Role:
Harry	Team Leader
Bruna, Rosie, Priscila, Jamie	Support Workers
11 teens	Teens
Carl Nugent (CN)	Waverley Council
Fiona Robbé (FR)	Fiona Robbé Landscape Architects (FRLA)
Teens' Profiles	
11 teens, 7 boys and 4 girls aged 13-18 years	
Profile: Autism, Down Syndrome, Anxiety, Depression (usually in combination)	

1.0	Teen Social Activities: Saturday Program
1.1	A 7-hour group outing (9am to 3pm or 6-10pm) to a fun community destination or activity, offering teenagers: <ul style="list-style-type: none"> • Development of social skills • Interaction with the broader community in a supported environment with support workers.
1.2	The program is offered during school term.
1.3	The young people have group sessions where they all contribute ideas to where they would like to go as a group on their outings.
1.4	Ratio of workers to teens: <ul style="list-style-type: none"> • 1.1, 1:2, 1:3 depending on the young person's age group and profile
1.5	Support workers help the teens to plan the programs, administer medication, guide and encourage the teens, facilitate social interactions, act as group anchor point.

1.6	Teen outings are funded by N.D.I.S.
1.7	The teens are mobile, and active.
2.0	Supports teens appreciate on an outing
2.1	<p>Buses and bus-stops: The teens are familiar with catching buses and using public transport and enjoy the process. They can top-up Opal cards. Support workers advise how many stops before they need to disembark from the bus.</p> <p>Implication to Inclusive Play study: Inclusive playgrounds located near public transport, especially buses, is enabling to teens. Bus-stops should be within 100m of a chosen destination.</p>
2.2	<p>Toilets: The presence of toilets at a destination is a deal breaker: they are essential. The teens are chaperoned to the toilets, but then use them independently. Routine is important e.g. use of toilet is suggested upon arrival at a muster point at the destination (e.g. Bondi markets). No special requirements were mentioned in terms of toilet design, although it is convenient if male and female toilets are in one place (easier chaperoning).</p>
2.3	<p>Shade: Shade provision at seating is important in summer, as many of the teens will sit for extended periods of time, and some will sleep.</p>
2.4	<p>Seating: Group seating is essential for this group. If group seating is not available (e.g. at markets), then they sit in a group on the lawn. Group seating (like the new picnic shelters in Bondi Park) are ideal. These shelters are generous, with several (2) picnic table combinations, as well as long bench seating, with shade options. The group remain together. Picnic tables allow food to be enjoyed and are also convenient for sleeping!</p> <p>The picnic table is a known muster point, and teens leave their backpacks there when they venture forth on an activity. The picnic tables also provide a place from which teens observe others and is a safe place for them.</p>
2.5	<p>Paths: The teens use paths as a choice, and gain comfort from “knowing where to go”. The teen with a wheeled walker was intrepid – could go over rough paving or lawn without losing confidence. She needed an arm to lean on going up and down the Bondi arches (which have steps). She caught the bus with her walker, which folded in half.</p>
3.0	Play Experiences
3.1	The teens happily entered Bondi Beach Playground and settled at the picnic table immediately.
3.2	The hammock swing was popular: one teen “pushing”, and 2 teens sitting together in the hammock. Their enjoyment of the swing motion is palpable.
3.3	The group multi-rocker was also popular, with up to 5 teens on it simultaneously; 4 sitting, one standing.
3.4	The spinners were popular with only 1 or 2 teens. Possibly due to the individual types of spinners (not a social activity).

3.5	Sliding and climbing activities popular for a handful of the teens, but for them it is essential. The banister slide is too challenging for most.
3.6	Sand play (sensory play) was very attractive to one teen, and for him it was probably soothing and helping reduce anxiety.
3.7	The teens enjoy playing tag (although this was not evident on the day).
3.8	The support workers stay in close proximity to assist the teens with turn-taking, and integration with other playground users.
3.9	A fenced perimeter is not essential for this group but helps the support workers know where the teens are.
3.10	<p>Playgrounds this group regularly visit:</p> <ul style="list-style-type: none"> • Bondi Beach Playground • Queens Park Playground • Paddington Gates Playground <p>A playground they like is Chifley Reserve Playground, but not near a bus-stop or route, so they cannot access it. Wallaba Park was mentioned by one teen as a favourite.</p>
3.11	Support workers report that teens enjoy all dynamic equipment, especially group items, although shared experiences are problematic from time to time e.g. co-ordination of movements, and concepts of sharing or consideration of needs. Teens enjoy novel play experiences, anything new and exciting, scaled to their size. There are insufficient playgrounds for older, bigger teens in the Waverley area. An important consideration for this group is proximity to bus stops.
4.0	Additional observations:
4.1	<p>Animals:</p> <p>The group were very enthusiastic to meet and greet dogs on leashes or look at birds nearby on the turf.</p>
4.2	The group can be quite noisy, often making loud exclamations of one sort or another, and at times this includes swearing (echolalia). This can cause curiosity from nearby park users.
4.3	Excitement and/or anxiety can build-up during certain types of experiences (e.g. being in a crowd). This can have various physical outlets like “flapping” hands. This was monitored and modulated by the support workers.
4.4	The teens are very friendly and are comfortable meeting new people and introducing themselves.

APPENDIX H Consultation with Uniting War Memorial Hospital



Waverley Council - Inclusive Play Space Study

Uniting War Memorial Hospital Face to Face Consultation Summary



Summary of Meeting

Meeting Details		
Meeting Date:		Thursday 15 August 2019
Meeting Details:		Held at Uniting War Memorial Hospital - Waverley
Meeting Topic:		Inclusive Play in the Waverley L.G.A.
Meeting Time:		2:00pm – 3:45pm
Attendees		
Jill Hall	(JH)	Uniting War Memorial Hospital (WMH)
Nathan Hall	(NH)	Uniting War Memorial Hospital (WMH)
Carl Nugent	(CN)	Waverley Council (WC)
Fiona Robbé	(FR)	Fiona Robbé Landscape Architects (FRLA)
Matthew Parkinson	(MP)	Fiona Robbé Landscape Architects (FRLA)

FRLA and WC attended a consultation with staff at Uniting War Memorial Hospital to ascertain what the needs and interests of their clients in terms of outdoor activities in parks. Key discussions focused on preventative health (prior to an injury) + rehabilitation (post injury).

1.0	Background/ Introductions
1.1	CN explained how the current Waverley Play Strategy and the future Inclusive Play Study will sit alongside each other. The inclusive play strategy will establish guidelines for the redevelopment or upgrade of play spaces to ensure a more inclusive play environment. All play spaces to consider inclusive/ universal guidelines over time.
1.2	Play spaces are being 'redefined' and are not only for children, indeed, are considered a social hub for everyone.
2.0	Age of targeted groups
2.1	Nathan runs activity groups for people from the age of 60 and older, with the average age being 73. Benefits include preventative health.
2.2	Jill works in rehabilitation, where people are recovering from an injury, with the average age being 85.
3.0	Precedent Programs

3.1	The programs that are relevant to Waverley Council include RACC (Rehabilitation, Age and Community Care), CHSP (Community Home Support Programme).
3.2	Brisbane Council's GOLD program (Getting Old and Living Dangerously) was discussed as a precedent program where Council are providing programs where people are supported via Council's website to engage in activities across the city LGA.
4.0	Fall prevention
4.1	It was mentioned that falls are the major concern in older people.
4.2	Equipment that promotes lower limb strength are extremely beneficial (prevents falls).
4.3	Equipment doesn't necessarily need to be complicated.
4.4	Equipment should also target balance training.
4.5	Equipment to be fun and motivating – not sterile.
5.0	Technology
5.1	Technology can be considered for older Australians to assist in understanding how to use equipment – QR codes. Many of Nathan's clients (60 years old +) have iPhones.
5.2	Norwell fitness gear was mentioned as being both wheelchair and "stand-up" friendly and uses QR codes to inform users how to use equipment.
5.3	It was mentioned that technology is not always well received by the elderly, but it is adapting to be more user friendly and Waverley Council should stay informed about current trends.
6.0	Balance challenge
6.1	It was mentioned that balancing, and balance challenges are beneficial for older Australians.
6.2	A precedent image was shown that had graduated balance (see figure below).
6.3	Nathan and Jill suggested the starting point of the balance challenge was too difficult for older Australians. Hand holds/supports and lower logs or decks were suggested. The step-up must be low. A visually contrasting rubber pattern (linework) leading up to the timber balance challenge (as the first stage) was also suggested.
6.4	It was suggested that undulating rubber may also work as a stage of the graduated balance challenge.
7.0	Paths + Ground challenges
7.1	Line work in ground surfaces (see figure below) was also welcomed as a good activity for older people, and also allows for intergenerational play (between grandchildren and grandparents).
7.2	Interesting circumference paths around a playground are a simple cost-effective suggestion. The accessible paths allow users with wheelchairs and walkers to access the entire playground.
7.3	Ground markings (e.g. 100m intervals/800m round track) could be painted on paths. This would work as extra motivation for fitness. Simple but enabling.
7.4	FR added that circumference paths could be linked to FITBITs i.e. how many steps.

7.5	It was mentioned that in previous consultations, paraplegic people have wanted exciting pathways with differing landscape elements along the way e.g. arches.
7.6	It was agreed that pathways are the most cost-effective addition to play spaces for older people.
8.0	Cognitive exercises
8.1	Cognitive exercises such as orienteering, musical items, and puzzles in a play space are also considered important and beneficial to the elderly.
9.0	Having Fun
9.1	FR commented that older people in other consultations have been interested in having fun, as well as moving/exercising. Fun activities have included swings with wide seats, flying foxes, and group spinners. An important aspect of this is legitimising use i.e. making it apparent that the activity is ok for all ages and capabilities.
10.0	War Memorial outdoor activity space
10.1	Jill is currently organising an outdoor activity space for the hospital, Lapsett equipment is being considered.
10.2	Noted that older Australians need confidence and motivation to use spaces specifically designed for them. The activity space at the hospital will inform people how to use the equipment.
10.3	Once confidence is built (from using activity space in hospital), the users would be ideally able to transition into Council play spaces with similar gear/challenges.
11.0	Transitioning from rehab to back at home
11.1	Transitioning from the hospital's rehab clinic to home is tough and clients lose motivation to keep exercising and moving.
11.2	It was mentioned that similar equipment in the hospital and at a local playground would help maintain motivation as users would be familiar with equipment and exercise regimes.
12.0	Partnerships
12.1	Jill is curious whether Council could help fund an activity space at the hospital, and the hospital then provides the therapy/rehabilitation. Benefits would be to practice movements in a controlled environment. Carl suggested this is a question for Chris Bath from Waverley Council.
12.2	Education/orientation (4 lessons for example) could happen at the hospital, prior to transitioning to gear outside of the hospital (to a place like Waverley Park).
13.0	Ideal re-enablement program
13.1	The ideal re-enablement program is: <ul style="list-style-type: none"> 1) In hospital getting more able 2) Transitioning to outside activity space (on hospital grounds, with trained occupational therapist or similar) 3) Heading home with confidence and knowledge of local facilities in public parks and play spaces.

13.2	Jill stated it is important to feel inspired/empowered to remain fit and healthy. People need the right space, with confidence/motivation/knowledge to use it.
13.3	There is a general shift in health thinking to be about 'what can I do?' and 'how can I do it?' (rather than 'what I can't do').
14.0	Parking/Accessibility/Community Bus
14.1	Accessible parking and a community bus to get to exercise space/play spaces are crucial. Shade and amenities also critical.
14.2	The hospital bus could be a way of getting the community to the play space/ exercise space.
14.3	Lilyfield and Fremantle were suggested as good precedents for functioning bus routes for older people.
14.4	If it needs 2 bus trips to access a play space/exercise space this is considered too many.
15.0	Waverley Park
15.1	Waverley Park was mentioned as probably the best opportunity for Waverley Council to install intergenerational gear.
15.2	Waverley Park is close to War Memorial Hospital, has step free access, accessible toilets and accessible parking.
15.3	Waverley Park being close to the hospital further validates the benefits of a mini version of equipment at the hospital, and a full set of equipment at Waverley Park.
16.0	Other
16.1	It was suggested that incidental exercise in Waverley Council is also welcome. As an example, gear in a play space may be the same as gear near a bus stop.
16.2	It was mentioned that regular seating with different postural supports is beneficial to older people - armrests are always appreciated.
16.3	Community gardens in a play space were also welcomed as they promote physical activity. This is ideally co-located with other items such as a social gathering area.
16.4	The well-documented benefits of older people being in nature were noted.
16.5	A safe natural setting in play space were seen as important because people would feel more welcome and motivated to go there.
16.6	Nathan stated the gym he works at has 350 members, with a large waiting list – proving the demand for being active. Nathan suggests that more outdoor services would be well received by older people.
16.7	Jill stated that if elderly people are visiting play spaces to sit and watch children, it is still motivating them to move as they have to walk some distance to get to the play space. This is better than staying at home.



FIGURE 4.1: LINE WORK IN GROUND SURFACE - GOOD FOR THE ELDERLY TO PRACTICE ALONG WITH CHILDREN.



FIGURE 4.2: LINE WORK IN GROUND SURFACE

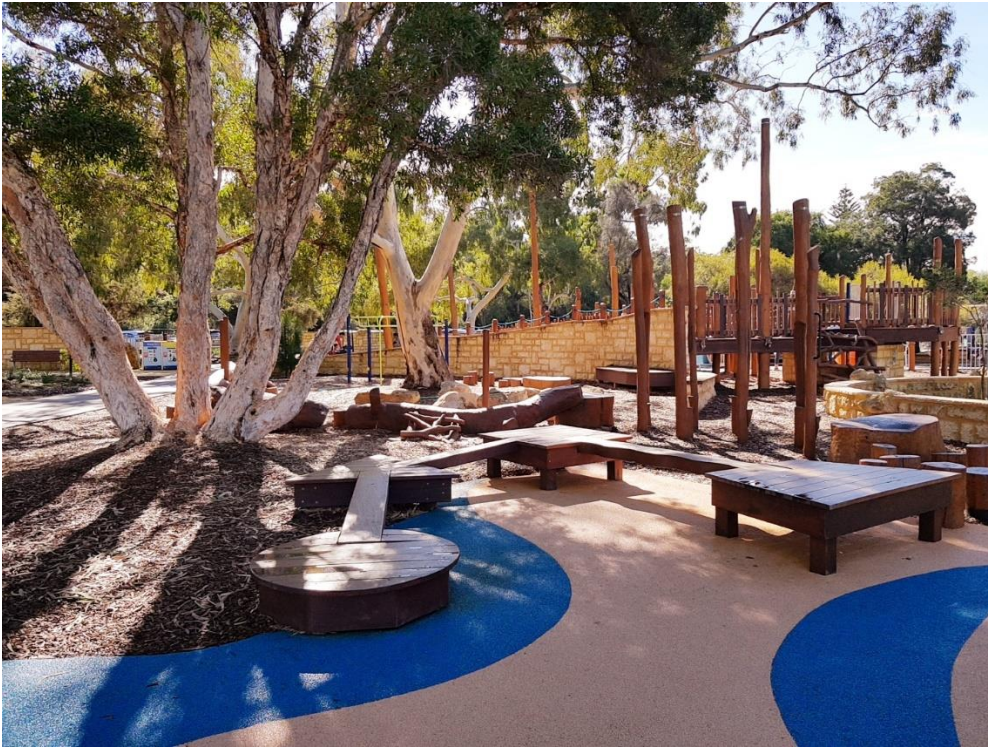
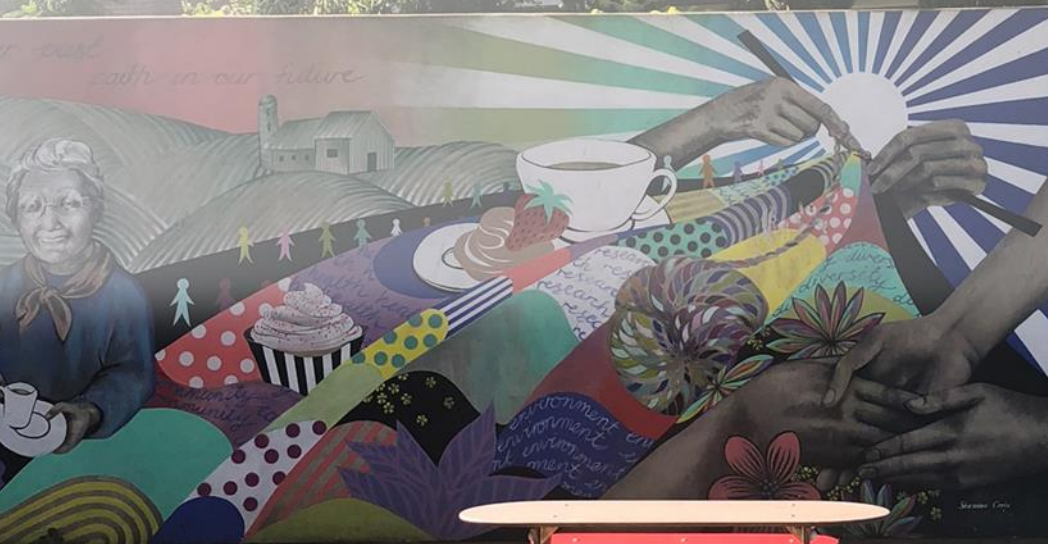


FIGURE 4.3: GRADUATED BALANCE CHALLENGE. NOTE: STEP-UP IS TOO HIGH.

APPENDIX I

Submission from South Eastern Local Health District





*"We don't stop playing because we grow old;
we grow old because we stop playing"*

AIM

To develop a purpose built, inclusive and accessible outdoor intergenerational playground/ exercise park to improve the physical, mental and social well-being for people of all ages within our local communities.

CASE FOR CHANGE

Physical activity is a vital tenet of preventative health strategies across the lifespan. Playing and physical activity are essential for child development as they enable cognitive, physical, emotional, social, and motor learning and overall well-being.¹ Many Australian children are not meeting physical activity guidelines and have decreased opportunities for active outdoor play, both of which are vital for a child's healthy development.¹ Play deprivation can interfere with childhood development and possibly result in poor health outcomes for the child. Parental modelling of active behaviours has been shown to positively influence children's participation in physical activities such as outdoor play, sport, and walking.² For young people, interacting regularly with older adults can reverse their negative perceptions towards ageing and develop a sense of pride and leadership as they receive acceptance from older adults. They can learn to be patient, tolerant and empathetic, increase self-esteem and confidence, and improve communication and social skills.³

Targeted exercise interventions such as strength and balance training reduce the risk of falls and therefore help maintain functional independence in older adults.⁴ Most older adults do not engage in regular physical activity or exercises, suggesting that existing available options are not sufficiently appealing for them to participate.⁴ Research shows that adults who engage in play with children experience significant psychological and health benefits such as reduced stress, improved mood, greater cognitive skills and enhanced relationships.² A recent

study conducted in Melbourne has demonstrated that there is empirical evidence for the safety, feasibility and effectiveness for the use of dedicated outdoor seniors' exercise parks and accompanying exercise program in our communities.⁴

In traditional designs, playgrounds are targeted at a younger demographic and tend to segregate the ages despite the setting being ideal to provide a play space for all ages and therefore bring the community together. Currently, children's playgrounds are set up for passive adult involvement (i.e.: sitting and supervision) rather than active participation.

Grandparents make a considerable contribution to child care with 1 in 5 children spending time in the care of a grandparent, suggesting that both young and older people are able to use their time together to benefit from the positive effects of play and physical activity.⁵ Intergenerational playground facilities are widespread and highly successful in international communities such as USA, Europe, Spain and China.

PROPOSAL

Establishment of an intergenerational Playground/ Exercise Park as a dedicated, inclusive and open space with purpose-built equipment and creative spaces that is designed to be used in a 'playful' way but still targets key physiological elements for both children and adults. An intergenerational playground doesn't focus solely on the needs of the child, but on people of all ages and abilities, so that anyone who visits the playground will find something to enjoy. A successful playground with passive and active play spaces can be the touchstone for sense of community for those who live, work, and play there. Beyond what playgrounds do for individual fulfilment, they also address important community and societal needs.

REFERENCES

For a full list of references or further information, please contact Carmelle Moses (Population Health Project Officer): carmelle.moses@health.nsw.gov.au or 0427 030 169

