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Oprema otroških igrišč, dostopna vsem otrokom

Playground equipment accessible for all children

Barrierefreie Kinderspielplatzgeräte

Jeux pour tous

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Ta slovenski standard je istoveten z: CEN/TR 16467:2013

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Playground equipment accessible for all children

Équipements d'aires de jeux accessibles à tous les enfants

Barrierefreie Kinderspielplatzgeräte

This Technical Report was approved by CEN on 3 December 2012. It has been drawn up by the Technical Committee CEN/TC 136.

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EUROPEAN COMMITTEE FOR STANDARDIZATION
COMITÉ EUROPÉEN DE NORMALISATION
EUROPÄISCHES KOMITEE FÜR NORMUNG

Management Centre: Avenue Marnix 17, B-1000 Brussels

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Foreword

This document (CEN/TR 16467:2013) has been prepared by Technical Committee CEN/TC 136 "Sports, playground and other recreational facilities and equipment", the secretariat of which is held by DIN.

Attention is drawn to the possibility that some of the elements of this document may be the subject of patent rights. CEN [and/or CENELEC] shall not be held responsible for identifying any or all such patent rights.

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0 Introduction

0.1 General

CEN/TC 136/SC 1 decided in September 2007 to develop a document to support the following statement taken from the introduction of EN 1176-1.

It is also recognised that there is an increasing need for play provision to be accessible to users with disabilities.

Germany made the proposal for a European document, as they had developed a national standard DIN 33942.

This CEN Technical Report is intended to provide guidance only.

0.2 The rights of all children

The Convention on the Rights of the Child (Office of the United Nations High Commissioner for Human Rights) declares: "States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity". Article 31 recognises the rights of the child to engage in play, and Article 2 states that there should be no discrimination of children irrespective of disability.

Since the introduction of EN 1176 it has been recognised that further guidance should be given on how to provide play spaces that are more accessible for children with disabilities, and encourage children of all abilities to play together. This guidance document aims to do that.

This guidance document will not mean that every play facility will be suitable for every child; the play provider may have many constraints such as a restricted budget or space limitations. However, it is hoped that, by adopting the information provided, all play spaces in some way can become more inclusive.

The document focuses on unsupervised play provision whilst recognising that carers bringing users to the facility will need to make judgements on the appropriateness of the items.

It also recognises that the person bringing the user to the facility may/could have impairments and without the ability to access the playground the non-disabled child may/could be denied the play opportunities provided.

There is a moral and legal duty upon us all to ensure that, whatever their ability, each child has a chance to reach their full potential. This will not come from focusing on the lowest common denominator of ability, but by offering each and every child a level of challenge that they can learn to manage and thus develop their skills and move on to further challenges.

It is recognised that there will always be conflict between the needs of children with different abilities and therefore we need to try to manage this conflict. The priority needs to be inclusion, and the encouragement of all children to come together through play in good quality play environments.

The alternative is exclusion – not only is this incorrect and undesirable but, as stated in "Able to Play" (Kellogg Foundation, USA): "This exclusion affects children with disabilities, their siblings, and their families. Further, it affects all other children as they assign status to one another during play – those who contribute during play are expected to be contributors throughout life. This perception is established during childhood and is very difficult to alter as a youth or adult. The consequences of some children being excluded from public playgrounds has the effect of excluding them from the work of children, which sets the stage for how we interact as adults in society."

0.3 Play for all

The term "Play for All" is used to emphasise that this document is not about how to create play spaces and play equipment just for disabled children, it is intended to give guidance on how to make play spaces and play equipment accessible to children of all abilities. It asserts moreover that all children are different, and a good play space is one that will offer play opportunities and challenges for both disabled and non-disabled children.

Play for all is play for all children and not just play for specific groups of children with or without specific disabilities. Disabled children also need to be able to play in unsupervised but safe settings alongside their siblings and friends. To achieve this, disabled children need to be fully integrated into society and it is particularly important to create opportunities for this integration within unstructured and unsupervised play environments. Disabled children should be welcomed and encouraged to use play facilities jointly with other children. As such it is important that play areas are not "dumbed down" and that challenging opportunities for very able children are still provided. The need to provide challenging environments for disabled children is just as important if not more so, as quite often the rest of their lives is spent in very closeted environments.

This Technical Report is not intended to be design restrictive and aims to follow the Design For All principles.

"Design for All is design for human diversity, social inclusion and equality. This holistic and innovative approach constitutes a creative and ethical challenge for all planners, designers, entrepreneurs, administrators and political leaders.

Design for All aims to enable all people to have equal opportunities to participate in every aspect of society. To achieve this, the built environment, everyday objects, services, culture and information – in short, everything that is designed and made by people to be used by people – needs to be accessible, convenient for everyone in society to use and responsive to evolving human diversity.

The practice of Design for All (makes conscious use of the analysis of human needs and aspirations and requires the involvement of end users at every stage in the design process" (source: EIDD Stockholm Declaration©, 2004).

This document is not about universal access to all play equipment but more about creating places where children of all abilities can play together. If we look to "Developing Accessible Play Space – A good practice guide" (Office of the Deputy Prime Minister, UK Government) we will read: "All children do not need to access play spaces in the same way but they are all fundamentally entitled to go out to play. Good design of public play spaces is needed in order to make this possible. Each child is different – not every piece of equipment in a play space needs to be accessible to every child but access to the social experience of play is key".

This Technical Report does not focus on "impairment specific" issues but hopes to help identify obstacles to play for any child who might wish to access the play space and think about ways to circumvent them. It is also intended to highlight any conflicts between the accessibility issue and the actual requirements of EN 1176.

The UN Convention on the Rights of the Child states that disabled children have the right to be included in their local community and to do the kinds of things that non-disabled children do. Developing accessible play space is about enabling all children to be with and learn from each other. Moreover, enabling disabled children to access play spaces helps them and their families build relationships and neighbourhood networks that can bind communities and promote social inclusion. This is vital as disabled children do not want to be on their own playing by themselves on equipment labelled "disabled equipment"; they want to be out there with their non-disabled peers and brothers and sisters. As one non-disabled boy said "I want to be able to play with my brother. It makes me feel sad when I can play on things, say climbing up and he can't. I like it when he can climb as well, maybe not so high but we are on the same things in the same playground and we can play together." Steven, 12-year-old brother of Martin (see [1]).

0.4 Cost

Finance for providing accessible play can be an issue, often used as an excuse for not providing better play for all. Any increase in cost as a result of providing more inclusive play areas will be significantly reduced if the needs of all children are recognised from the initial design stage.

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The sections in the document cover:

- The prevalence and categorising of disability – This section covers the complexity of impairments and the importance of not focusing on specific groups such as wheelchair users, when developing open access play spaces. Additional information on this subject can be found in Annex A.
- Challenge and Risk – Providing information on the importance of challenge for all children. Having impairment should not prevent children from reaching their full potential through risk taking, and the importance of incorporating this into play spaces.
- The aims of play for all – Overall aims and considerations for good inclusive play spaces.
- Play area design and layout – Guidance on making play spaces more accessible for all.
- Equipment and types of play – Covering equipment choice and general information about encouraging multi use and integration.

Many documents were referenced in the production of this guidance document. These could provide useful additional information for play providers, so they are listed in the bibliography.

Tolerable risk is determined by the search for an optimal balance between the ideal of absolute safety and the demands to be met by a product, process or service, and factors such as benefit to the user, suitability for purpose, cost effectiveness, and conventions of the society concerned. It follows that there is a need to review continually the tolerable level, in particular when developments, both in technology and in knowledge, can lead to economically feasible improvements to attain the minimum risk compatible with the use of a product, process or service.

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1 Scope

This Technical Report covers open access, unsupervised play spaces. It does not cover adventure playgrounds or other play spaces which are used under supervision. The intention of this document is to enable users, to a large extent, to access play spaces and use the equipment independent of the help of others.

This Technical Report is intended to be used in conjunction with EN 1176 and provides guidance to those involved in the specification, provision and management of play environments. It is intended to help create spaces that will promote opportunities for children of differing abilities to have the opportunity to participate in unsupervised play, and with appropriate levels of challenge and risk.

The scope of EN 1176 (all parts) covers only the safety requirements for play equipment and play surfaces. When developing this Technical Report, however, it was realised that the scope for "play for all" needed to consider a wider context, covering not just the immediate play space but also provide information about the broader environment and other access and facility issues.

2 Terms and definitions

For the purposes of this document, the following terms and definitions apply.

2.1

play for all

play for children regardless of their physical or mental capabilities

Note 1 to entry: There are other reasons why children can be excluded from play, (such as cultural and social differences), which are not covered in this guidance document.

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2.2

unsupervised play areas

play areas that have no supervision provided by the play provider or operator

Note 1 to entry: Children are sometimes accompanied to play areas by a carer or helper, and this is more often the case for disabled children. The carer or assistant is often referred to in this document but is distinct from any supervision provided by the play provider or operator, as defined here.

2.3

inclusive

play equipment and spaces that can be used and accessed by a wide range of users with different abilities

Note 1 to entry: BS 7000-6 defines inclusive design as "design of mainstream products and/or services that are accessible to, and usable by, people with the widest range of abilities within the widest range of situations without the need for special adaptation or design." [6]

2.4

carer/assistant

person who exercises responsibility, however temporarily, for an individual child's safety

Note 1 to entry: This could be either:

- a) non-qualified carer: a parent, grandparent, older sibling who has been given a limited responsibility over a child, adult acquaintance, a young person who is a baby sitter, or
- b) qualified carer: a person trained to exercise responsibility for the safety of children or young people, for example a trained/qualified teacher, childminder, youth leader or sports coach.

CEN/TR 16467:2013 (E)**3 Prevalence and categorising of disability**

Disability can be defined in many different ways but what is really important is how the design of products, services and facilities can exclude those people who have functional limitations or impairments by failing to take their requirements into account. It is important to bear in mind that such limitations or impairments are not confined to a small proportion of the population since many people will experience some minor functional limitation in their lives, either temporary or permanent. At the other end of the spectrum there are individuals whose disability is very profound or complex but such individuals are rare and society does not need to design everything for wheelchair users who represent a very small minority of the disabled population. There are also those who have sensory disabilities and cannot hear or see well, although again few of them will be totally without vision or hearing, and people with learning disabilities who could have little or no physical limitations but have difficulty understanding. This is the population who use playgrounds and whose needs have to be considered.

It is often stated that when someone loses their sight, or for that matter any of their other senses, their other senses become more sensitive. This is not true. In actuality, when a person is deprived of a sense, he or she will learn to use their remaining faculties more efficiently. In other words other senses do not become stronger; people just learn to obtain information through them that you would have obtained through the lost sense. However, this does not mean that providing alternative ways of imparting information or of interacting with things is not important; it is actually even more important as the child with impaired hearing or vision does not have heightened compensatory senses, they simply use what they have left and need all the help that can be provided.

Estimates are difficult to obtain but in Europe approximately 5 % of children are considered to be disabled. Of these children only about 10 % are wheelchair users and some of these children might well be able to walk short distances using other mobility aids such as sticks and frames. The concept, therefore, that accessible facilities are those specifically for wheelchair users to use is incorrect, and concentrating on this small minority of wheelchair users could have the effect of reducing the play value of the playground to such an extent that children have no wish to use it. This could be either because it lacks challenge or is seen as a playground just for disabled children, who have no wish to be labelled in this way.

Enabling disabled children to access play spaces helps them and their families build relationships and neighbourhood networks that can bind communities and promote social inclusion.

By taking a person-centred approach, this document provides guidance for the design of play facilities that are as accessible and usable as possible by the largest number of children and adults. Their aim is to provide equality of opportunity for all and it attempts to look not at impairments but rather at what children are able to do and how they can be challenged. It also recognises the fact that some of the adults who accompany children to a playground could be disabled or elderly and therefore require accessible facilities to ensure that they and the children they care for can have access.

For further information on prevalence and categorising see Annex A.

4 Challenge and risk

Providing challenge for all children, including those with impairments, is important in good play environments. When developing an open access play space, the widest possible range of abilities need to be considered, as it is vital to retain different levels of challenge for all, the able and the less able, whether it depends on age, physical or mental conditions.

EN 1176 is a hazard approach standard, where requirements have been set to achieve tolerable injury risk, taking into account the value and the need of play for child development.

During play, children are often driven by the challenge to do things that take them to their limits, which in turn, lead to a better knowledge of themselves through experience. This challenge often corresponds to a sense of risk as there are chances for success or failure, even when the probability of an injury is minimal.

Trying new things, testing new skills by surpassing obstacles, is always perceived as a risk by the child, even though not necessarily as a risk of injury. The challenge is to succeed in a specific task even if it needs several attempts and going a little bit further each time. This is a way to develop one's full potential by exploring new skills (self-confidence, strength, balance, autonomy).

The big challenge for adults / designers / playground planners / providers is to find the right balance between the tolerable / acceptable and necessary residual injury risk in all playgrounds and the different levels of challenge required by a diversity of abilities. It is the adults responsibility to ensure all children have opportunities to experience different levels of challenge with the minimum likelihood of sustaining an injury, in a risk controlled / managed play environment, whilst always aware of the expectation that minor injuries will occur, particularly in the rough and boisterous activities that form part of active play.

Disabled children are in greater need of challenging opportunities, without being exposed to a greater or unacceptable risk of suffering a serious injury. Some types of challenge (such as climbing and heights – the ability to take your body higher) cannot be achieved without the risk of an accident such as a fall. It is part of the trial process that the child needs to go through to find out their own abilities and to develop further skills for self-confidence and autonomy.

The need to provide challenge for all and at the same time, an acceptable level of safety, means that not all play equipment can be accessible for all children.

The nature of the challenge can be different depending on the type of impairment / disability. Often, the desire to over protect disabled children from risk is not necessary or even beneficial.

When there is a necessary risk, in order to reduce exposure to the hazard for disabled children, it is important to increase / enhance factors or elements that can facilitate "good" risk perception and "good" or appropriate decision-making; any risk should allow for free choice and self-determination when deciding to take a certain risk or deal with a certain challenge.

5 Aims of Play for All

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There is much more to a good play space than just play equipment; a good play space is a well-designed environment with an atmosphere that welcomes all children. Landscaping, planting, and creating intimate spaces as well as spaces for running around are just as important as the play equipment. A good play area will create an overall environment conducive to quality play for children of all abilities.

It is better for the child to be at the playground than not at all. If the play space is accessible and welcoming and all children can be in the same space together, this is better than not having access to the space even if much of the play equipment is not accessible for some.

It is also important to bear in mind that the child's carer may/could be disabled and experience difficulties accessing the play space. This will also restrict access for the child if their carer cannot support them in the use of equipment.

A truly accessible playground will have a range of equipment that can accommodate a range of abilities, since it is not possible to know the range of impairments or numbers of children who will want to use the equipment now and in the future. Not all equipment will be used in the same way by children with different abilities but the important thing is that they can access a variety of items. A good, accessible playground will attract children of all abilities from a wide area.

The exception to this is playgrounds associated with or within specialist facilities catering for children with specific disabilities. Such facilities may/can have specialist equipment aimed at a specific impairments but will also have assistants and supervisors who are able to help the children to access and use the play items.

All children need to be able to make choices about what items of play equipment to use, even if their choices result in failure to achieve their goals, good quality play is self-directed. Only in this way will they be challenged and develop their skills. Children also vary a great deal in their abilities and it is impossible to categorise them. Many disabled children have multiple impairments and so designing play items that are accessible to all can be very challenging and certainly there is no "one size fits all" solution.