

# Whitfield State School – Enhancing access and inclusion through 2 levels of supported play

**Aim:** Every day, supporting our children “on the same basis” to learn, regulate and to increase their connections in readiness for greater inclusion into the social, emotional and learning opportunities of our school.

## Current Situation: *Inclusive Education Centre play area*



Figure 1& 2- Southern side of inclusive education centre - fenced area with concrete pad and cleared spaces ready for a nature play, loose parts play and supported play activities. To be turned into a functional, all ability access and inviting entry to our inclusive education centre



Figure 3 & 4 Northern side of our inclusive education centre – original entry and no play equipment

**Preferred Outcome: 2 levels of inclusive and purposeful structured play space** – growing wider student connections through play and providing ‘on the same basis’ opportunities

**3 Critical Elements to our 2 levels of inclusive purposeful and structured play approach** – Supporting multiple levels of reasonable play adjustment for students of all abilities.

- **Level 1 - Sensory nature play** – Nature based Play elements that support the self-regulatory and sensory needs of our students with the most intensive/ extensive needs. Nature play is a core facet of meeting the “on the same basis” requirement of the Disability Standards for Education in terms of this part of our facility.
- **Level 2 - Supported loose parts play** – Non-directed but supported play using loose parts elements in this play zone drives opportunities to build student social capacity and engagement through construction, creation and problem solving. Loose parts elements are the engine of the 2 way inclusion vision for this play space (bringing all kids together via play).
- **Upgraded Entry and access** – Access to the Inclusive Education centre should reinforce the value and importance of our students and families to our school.

## Example Outcome: Embedded All Ability Nature Play Elements



Figure 5 – Overlay of paths and gardens



Figure 6- All ability Slides, water/sand troughs, musical instruments



Figure 7- Nature play elements – play equipment in a garden



Figure 8 – tee pee and stepping stones for emotional regulation, group conversation and balance practice



Figure 9 – Concept drawing of fixed elements and surfaces



Figure 10 – Loose parts elements include shared garden projects

## Example Outcome: Loose Parts Collaborative and purposeful play



Figure 11 – Example loose parts elements from a Brisbane Special school



Figure 12 – Example loose parts elements Collaborative construction challenges



Figure 13 – Water and loose parts construction challenges from a Geebung Special School