ACCESSIBILITY RECOMMENDATIONS – SAVE THE CHILDREN CHILD FRIENDLY SPACE

KAWERGOSK CAMP - ERBIL– DECEMBER 2014

TO PROMOTE INCLUSION OF PERSONS WITH DISABILITIES, INJURIES AND OTHER VULNERABILITIES

Access to child-friendly spaces (for development and learning) is a right for all children, including those with temporary limitations or permanent disabilities. Children with disabilities usually represent at least 15% of children and this is often higher in emergency settings[1]. Access to CFSs should be promoted through barrier-free features as well as positive staff attitude towards encouraging children with different disabilities to use playgrounds/spaces and participate in activities. Parents with disabilities should also be able to access playgrounds to watch their children play and as needed monitor their safety, so accessibility for parents is also necessary for protection even if their children don't have disabilities.

Below we have noted some barriers existing in the current CFS and solutions to overcome them. HI will be able to support the funding of modifications, upon acceptance of the service to these recommendations by Save the Children and a commitment to include children with disabilities in their services.

HI has provided 2 of the staff of the Kawergosk CFS with a 2-day training to help them develop play activities that are inclusive and disability appropriate, as well as giving ideas on behaviour modification to help children with different challenges. We also recommend the following list of toys to be purchased to equip the child friendly space and help develop the abilities of children with disabilities:

TOY KIT (many of these can be found in Family Mall in Erbil)

For children with visual impairment (also see Appendix B of http://hesperian.org/wp-content/uploads/pdf/en_hcwb_2000/en_hcwb_2000_00.pdf)

- balls with bells inside
- brightly colored balls
- Toys with different smells
- Toys/balls with different textures/fabric →
- Talking toys, or soft instruments
- All kind of instruments are good→

[1] WHO and World Bank, 2011

For children who can get hurt or throw things

- Soft balls (big/small)
- Soft picture books – comics (for those who cannot read words, but read pictures)

For kids with balance problems

- Push toys (trolley, strollers for kids) →
- Horse/tricycle they can sit on, push with legs, with trunk support.

For kids with intellectual disability

- to learn cause and effect: toys where you put balls into a slot and they go through a convoluted maze, the children has to follow ball and begins to understand the process and where balls end up.
- Puzzles, child can sit on your lap and do stretches for legs while he's either reading or playing with the puzzles

For body awareness/balance:

- Trampolines
- Hula hoops
- Basketball hoops and batting stands
- One or two rolls, one big enough to sit on with a toddler straddling it (for tight adductor muscles), horseshoe pillows,

IN ADDITION, SOME GENERAL RECOMMENDATIONS TO SERVE BETTER PERSONS WITH DISABILITIES:

Supporting someone with a physical disability

- Identify the most accessible route to your CFS or meet them in a place easy for them to reach and help them get to your CFS.
- Observe if person is in pain and needs position change.
- Sitting at person's level if in they use wheelchair
- Learn what kind of assistive devices person uses and do not touch/move it (e.g. wheelchair) unless you ask
- *If child has mobility device, ensure there is enough space for them to use it and other children can help too.
- *Choose games and activities that do not require a lot of moving around.
- *With children who have difficulty using hands, encourage games to play/kick with legs.

Supporting someone with a visual disability

- When meeting blind person, speak for some time, so they learn the sound of your voice.
- Make sure the environment is quiet when talking to a blind person.

- Explain what is going on around them.
- They cannot see people's expression, so explain how people are feeling/responding.
- Use sound, touch, smell for interacting with environment – encourage this!
- Have them touch an object you are talking about to recognize it in the future.
- *Choose noise-making/textured toys, singing games and repeat all written instructions verbally.

Supporting person with hearing impairment

<u>How to understand a person with a communication difficulty</u>

- Use your facial expression (frown and shake head, smile and nod head) to communicate what you understand
- Learn which sounds mean what (which are happy, angry, sad sounds)
- Ask to repeat/do/follow him or her to where they'd like
- Ask to draw a picture or to write down what they want to communicate

<u>How to speak/communicate with a person:</u>

- Using gestures/pictures or a communication board
- Speaking slowly and moving lips so that person can see what words being said (if hearing impaired)
- *For those with speaking/hearing issues, choose games that don't require verbal instruction and where child can take active role without needing to speak

Supporting person with an intellectual disability

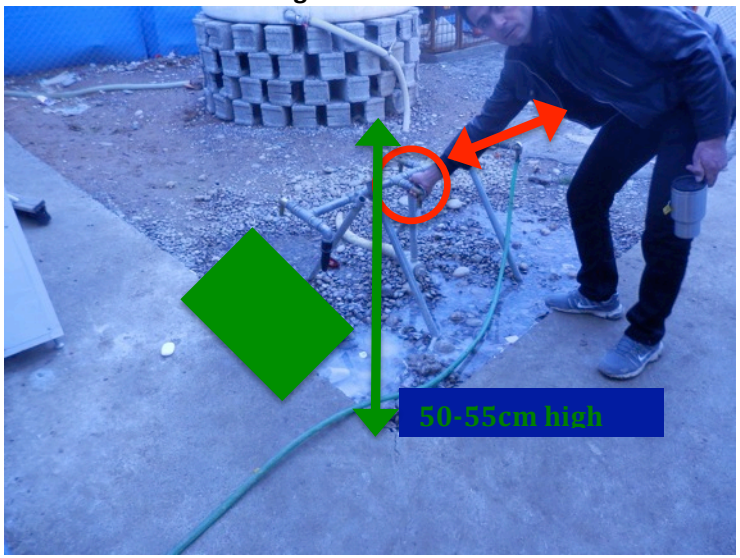
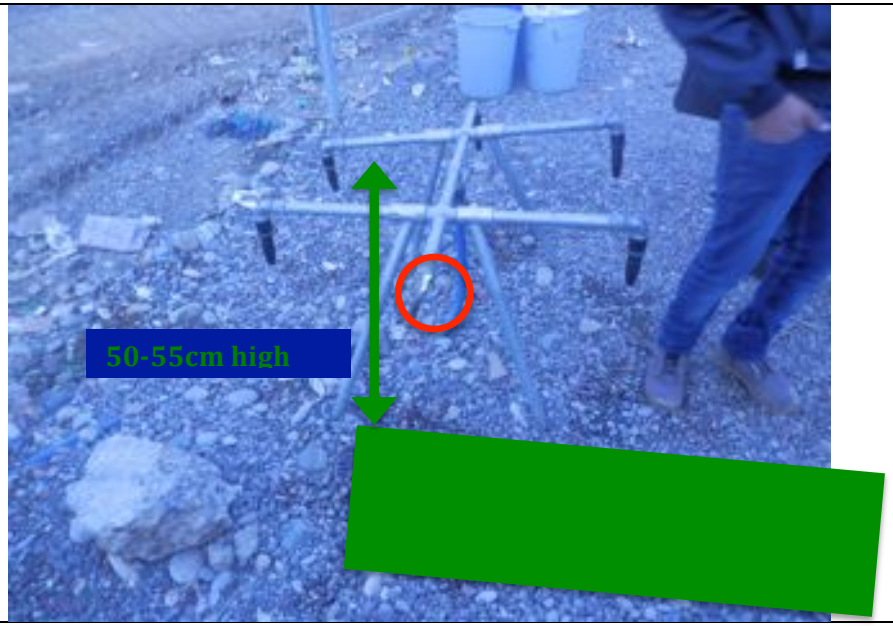
- Interact with person directly, do not ignore them
- Break down information into small easy to understand sections
- If necessary, involve a family member to better understand likes/dislikes and patterns of person
- Provide information in writing and with pictures

Supporting person with psychological issues

- Fear of safety/new people: can meet you with family member or friend present
- Space issues (claustrophobia): explaining to them nearest exit or meeting outside, making sure not to stand/sit too close to them if this is uncomfortable.
- Angry/upset feelings: finding productive ways to accommodate these feelings, that are comfortable to you.
- Fear of getting lost: meet them in a location they know to go to new places with them.

BARRIER AND DIFFICULTIES	PICTURE	Potential Solution
Rocky terrain towards child-friendly space. There is nice large print banner for Save the children. Ideally such banners should be **black font on light yellow background**, to help provide more contrast and visibility for all.		**As much as possible try to clear pathway in front of CFS (move big rocks, etc), for barrier-free access.**

Doorway/entry not easily identifiable for person with visual impairment.		Ensure access/opening of child friendly space is bright and easy (no complicated latch system), add yellow border to gate/door.
Front entrance of CFS does not have paved pathway (see long red arrowed line) for those who cannot walk safely/easily on rocky terrain. There is also a puddle/rocky section that is hard to naviguate with mobility devices (crutch/wheelchair- see red circle). Pathway on side of building is too narrow (small red arrow)		A pathway could be installed from the entry gate to join the right pathway alongside the contained on the right (green THICK line). Pathway should be 1.5m in width ideally (or 90cm minimum) for wheelchair/crutch user (see green arrow). Level off puddle area/rocky area inside red circle to make is safe for all to walk through.

Water point has a difficult push handle (need to be very strong to push it- see red circle). Need long arm reach to reach water tap (see red arrow). Water point height low for child with mobility issues who cannot bend over or at risk for falling into puddle under tap.	**Even for adults with long ar** 	**Try to install an easier push handle (with less force needed- or loosen tightness of current hinge), and can label it with yellow paint, so it is brightly colored for children/adults with visual impairments.** **Create path that leads to one of the water points (see green square to extend path).** **Raise height of water tap to be 50-55cm high from concrete pathway, so more accessible by children (see green arrow).**
Similar type of water access barriers as noted in picture above. -hard to push taps - no accessible path to taps -tap height too low		**Again, recommendation for accessible pathway, (1.5 m wide or minimum 90cm wide) as close as possible to water point for easier access of child with disability.** **Raise height of tap to 50-55cm from concrete path leading to water tap.** **Loosen tap mechanism or replace with one lever handle that can be pushed more easily.**  

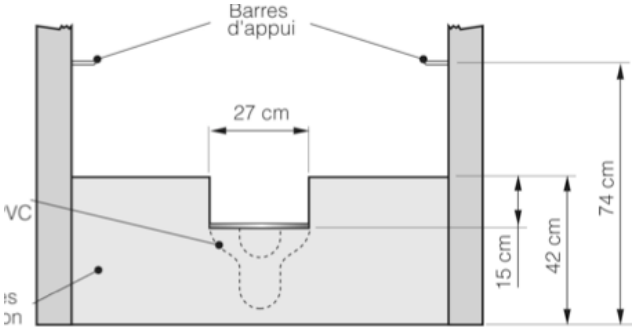
Pre-fabricated latrine have many barriers that make them inaccessible:

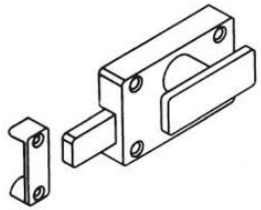
-step into latrine
-no grab rail/support inside latrine for balance
-floor space too small for wheelchair user or person who needs a caregiver to help with toileting.

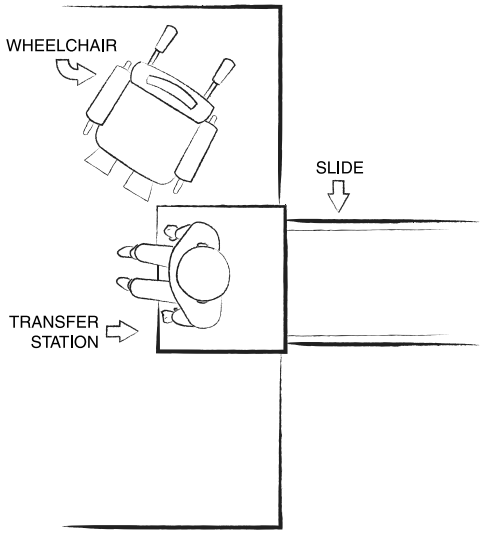
Ideally, two of the inaccessible toilets would be merged into one larger accessible toilet as per measurements that can be seen in pictures at the end of this document (with 1.5 diameter circle inside for turning of wheelchair user).

Need to build ramp (1:12 ratio – for every 1cm of step – 12cm of length of ramp), paint edges of ramp in yellow. Have platform at top of ramp for easy and stable entry/exit.

Install grab bar on inside of toilet (see picture below) – at 32 cm of height and technical diagram is below.



Latch lock of toilet door is not accessible and not easily visible.		**Have a flip down lock system that is easier than tight knob-latch.** **Paint lock latch in bright yellow color.**  
Brightly colored playground very good for children with visual and intellectual disability to identify various parts of it to use it. However, most of the playground is not accessible to children with disabilities. Later in this report, accessible features are explained in more detail. Try to have a mixture of lower level slides, swings, ramp to access playground and make more disability-friendly.		**Consider expanding playground with more accessible and disability friendly play equipment (see picture below)**  **Have bottom of slide be 10 cm off ground (not too close to ground), to help children of various abilities stand up from slide.** **Include at least 1 WIDE slide that can carry 2 people side by side (for friends/caregiver of child to slide**

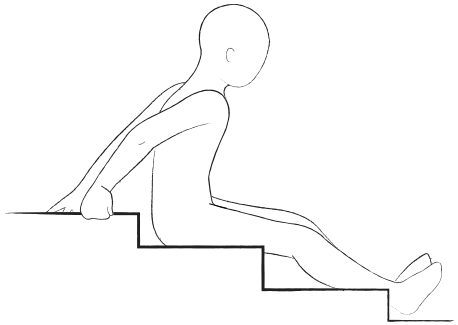
		with child). **Choose textured slide (rubber, spiral), so that child with visual impairment can also learn to feel as sliding down.** **Consider having a space to parkwheelchair next to bottom of slide where child can park his/herwheelchair** 

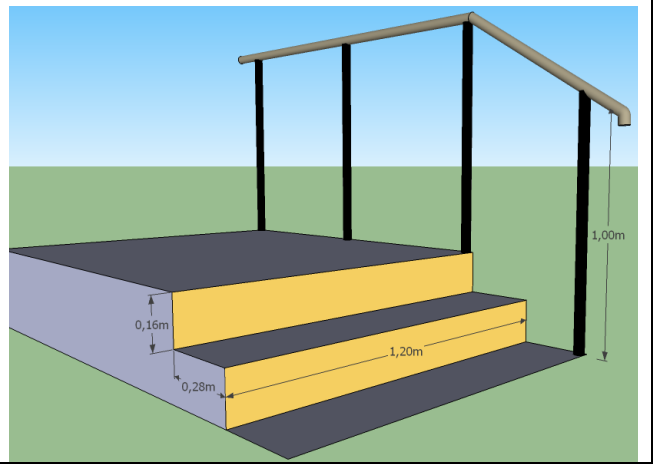
Border of play area not clearly demarcated, columns in play area not clearly visible for children with visual and attention issues. One BIG column (see second picture below) in middle of play area is the least visible and most dangerous, to be marked in bright yellow and padded with soft material for length of child's body (up to 1m of height).	 	**Paint any column in bright color (yellow) to ensure child does not run into. Paint border of play area in bright color also (yellow)**

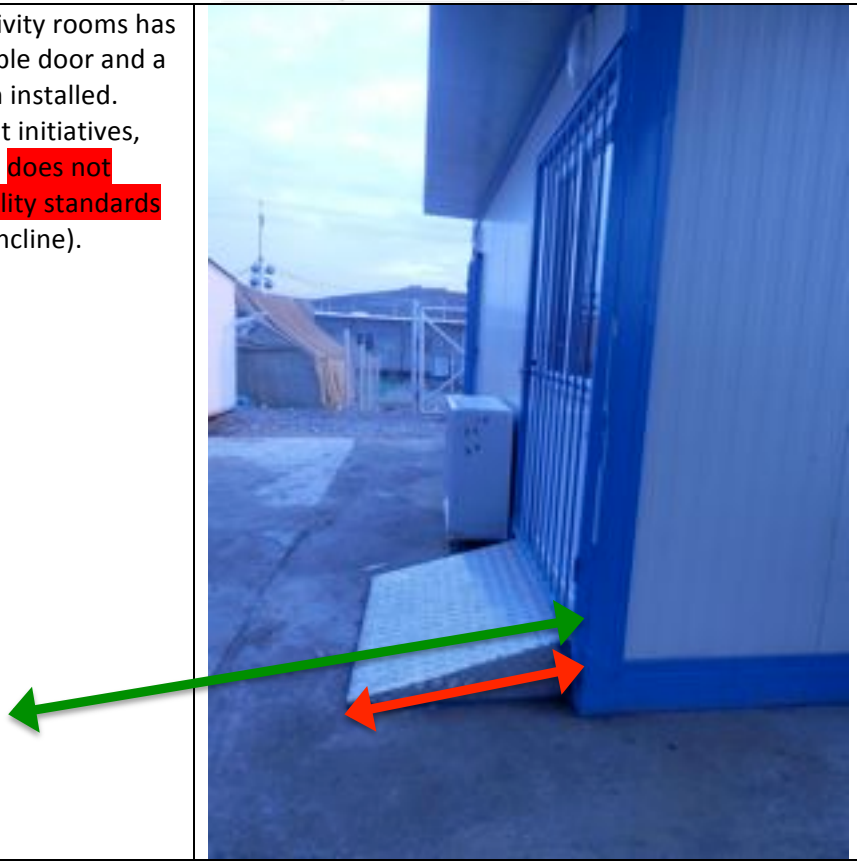
When designing steps in playground, consider children with mobility issues who will be using these steps (can be good form of physical therapy if stairs are not too challenging). Stairs of this CFS are TOO STEEP (red arrow)

Bright orange arm rails of different height is good feature of these stairs.

When building stairs, try to make them as short as possible, so children with different abilities can use them and also climb them using their bums (see picture below). Ideally steps should be 10cm high only (if not possible, no higher than 16cm with 28cm of depth and a handrail to accompany).





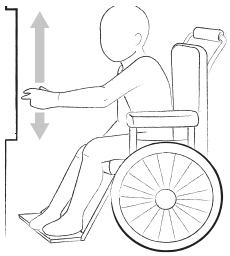
One of the activity rooms has a wide accessible door and a ramp has been installed. These are great initiatives, however ramp does not meet accessibility standards (1:12 ratio of incline).		**Consider extending ramp further to respect 1:12 ratio incline (see green arrow). If not enough space, can have ramp extend towards side of building.**

Below are considerations for building accessible playgrounds and spaces for consideration by Save the Children and based on what could be made or found locally.

See this website for more information: http://psidata.playworldsystems.com/Marketing/1-PERM/PSI_WEB/Inclusive/InclusivePlayDesignGuide.pdf

Assumptions and appropriate reach ranges

	6 yr old	10 yr old
Upper reach range	38.3”	43.5”
Lower reach range	19.4”	21.1”

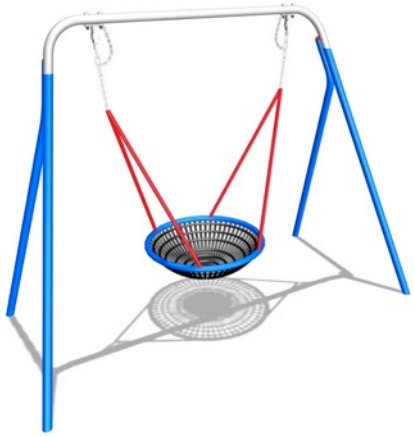


'SPINNING' EQUIPMENT (LEFT) can be installed, and children with different abilities can use (either standing, sitting or lying on them- see picture below). Install larger spinning equipment than what seen on picture.

Have various 'ROCKING' EQUIPMENT, that provides hand hold and body support for children with less ability to sit up. Also make rocker equipment with a longer and deeper seat so that an adult can sit behind child and rock with child for support, if needed. Rocker should be able to handle the weight of an adult.

Can also have rocking equipment used in group forma where children with less mobility sit inside the rocker (se picture on right →)

SWINGS, can be of various shape and swinging motion. Have at least one swing that is made for a larger child who needs trunk support (accessible child swing picture second from right). Large circular motion swings (see picture on far right) are also easier for many children compared to traditional swing.

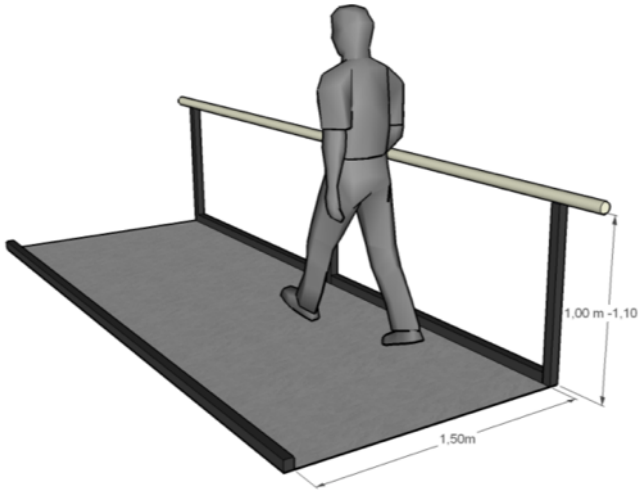


- Have sensory experiences, so children with visual impairments can touch objects in play area of various textures →
    - Vary flooring/materials of play area – smooth, soft, hard, grainy, rough, etc.
    - Consider other toys that can be used by children who move with a wheelchair (and put at the right height for child to use).

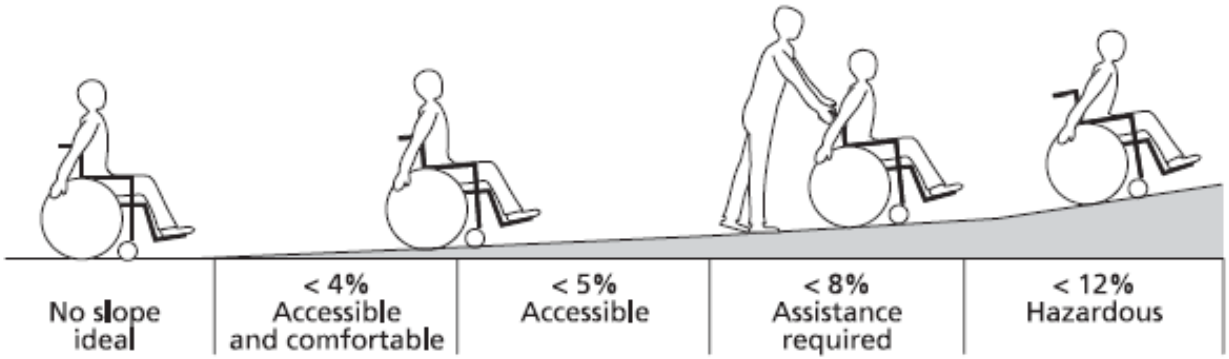
OTHER GLOBAL CONSIDERATIONS:

- Ensure all hazardous areas are marked as well and fenced.
- Use universal pictograms in order to ensure comprehension by all:

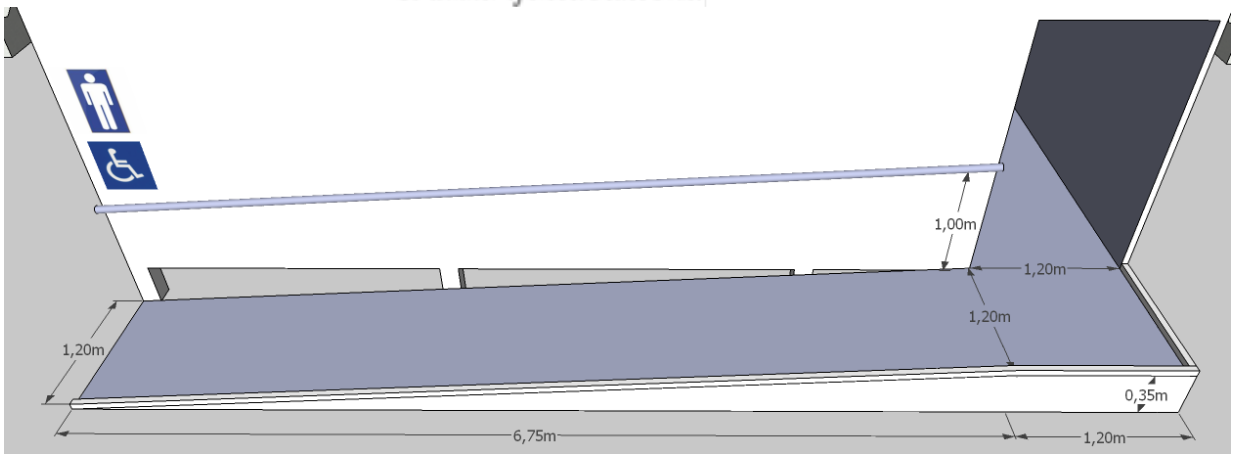
- Ensure all information is disseminated using appropriate and various communication means to consider people with visual, hearing, intellectual and mental impairments. (e.g. Large print, using loudspeakers / radio announcements, using simple, language, sketches and diagrams etc).
- Information should be communicated ideally 24 point size Arial font, black on yellow paper provides good contrast.
- Good lighting along the CFS, especially for night time.
- Grab rails to accompany any ramps as seen below



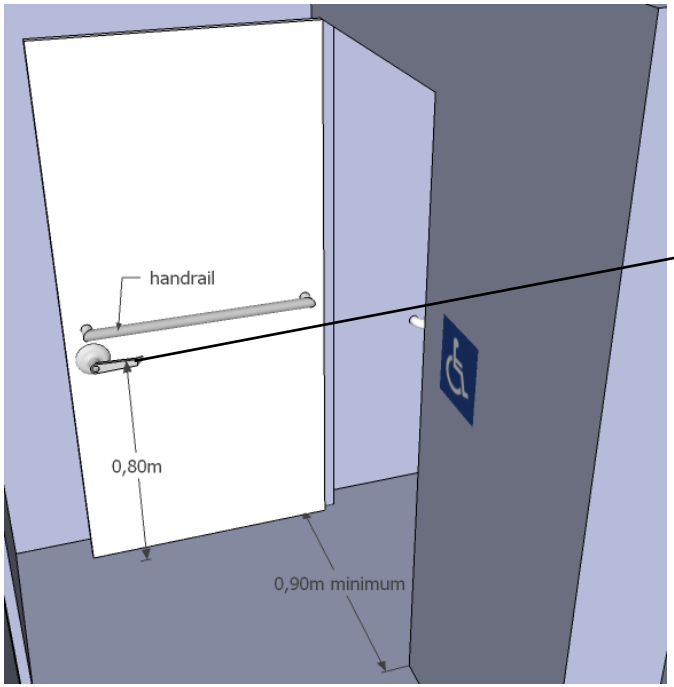
- A ramp is always better than stairs, the ideal gradient should be five per cent (5%) and it should have a smooth and non-slip surface.



- There should be a level platform space at the end of the ramp to allow the person to stop and turn.

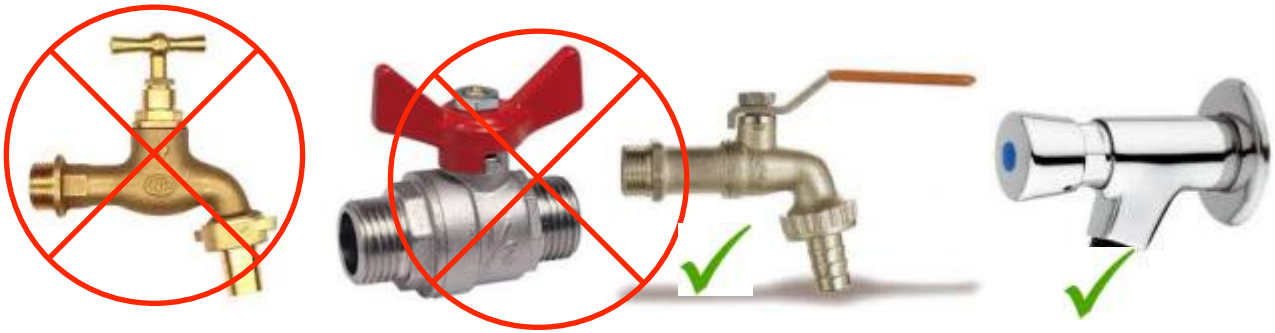


- Door's width should be minimum 90cm.
- Doors should open outwards to increase usable space inside.
- Doors' handle should be easy to use (no knob-round handle)



- The door's lock should be also easy to handle for people with problems of grip. An adaptation of the handle could be done on the existing locks

D. Hand wash facilities



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- "Inclusive Play Design Guide"- accessed on-line December 13, 2014 at http://psidata.playworldsystems.com/Marketing/1-PERM/PSI_WEB/Inclusive/InclusivePlayDesignGuide.pdf