



A Play Strategy for Children and Young People in Calderdale

2007 – 2012

Everyone different – everyone matters



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Foreword

'The right to play is a child's first claim on the community. Play is nature's training for life. No community can infringe that right without doing enduring harm to the minds and bodies of its citizens'.

David Lloyd George, National Playing Fields Association, 1925

Play is so important for children and young people. It provides the building blocks for transition into adulthood through challenge and social interaction. Outdoor play keeps children and young people physically active as they explore and learn about the environment around them. We are fortunate in Calderdale to have a very rich and varied environment that provides some fantastic play opportunities for our children and young people. Through this play strategy, we have set out our vision over the next five years for the provision of future sustainable and accessible play opportunities in Calderdale.

The direct responsibility for providing children's play, sits with more than one service area within Calderdale Council. This strategy involves the work of Community Services, Children and Young Peoples Services and Planning Services. In working together and involving our partners such as Eureka, the Calderdale Parent and Carers Council and the Community Foundation for Calderdale, we aim to improve play opportunities in Calderdale. This also means improving the infrastructure that supports play such as skilled play workers and well-maintained parks and open spaces.

It is important to have a vision about how we see play provision developing and improving over the next five years, as it will help us to plan and deliver accordingly. At the end of this play strategy there is an action plan. This will be monitored and updated regularly by the Play Partnership to ensure that we are meeting our goals. The action plan is based on what we have learnt from consulting with children, young people, parents and professionals. In addition to taking the views of Calderdale residents into account, we have also done an assessment on all existing play provision in Calderdale from youth centres to play schemes to park play areas. This identifies what provision actually exists, where it is and also what is missing.

This play strategy will continue to evolve to ensure that play provision in Calderdale keeps on meeting the needs of our children and young people.

Councillor Amanda Byrne
Cabinet Portfolio Holder, Community Services

Executive Summary

‘Play is what children and young people do when they follow their own ideas and interests in their own way and for their own reasons’

‘Getting Serious about Play, a Review of Children’s Play,
Frank Dobson MP, Chair: DCMS, 2001

It is important to have a play strategy in Calderdale to help us plan for future provision for all children and young people over the next five years. This includes ensuring that play provision meets local needs in terms of quantity, quality, variety and accessibility. Whilst the strategy refers to ‘play’, it covers provision for both children and young people up to and including age 19. Therefore it is recognised that ‘play’ may not be the most obvious term for older young people it is used throughout as a general term.

The overall vision for Calderdale is

‘All children and young people in Calderdale have an equal right to free play’

We believe that all children and young people should have the same opportunities to express themselves through play in the areas where they live. To learn and develop through a variety of inclusive play opportunities, which allows them to extend their experiences by challenging boundaries and exploring risks in a safe environment.

We aim to address play needs through active involvement and consultation by working together with children, young people and their families, communities and local providers.

There are a number of objectives that the Calderdale Play Partnership has adopted to help us achieve this vision.

1. We believe that play is important to all children and young people and we will work to ensure that provision meets local need, reducing barriers and encouraging the participation of children and young people when planning for play
2. Play opportunities in Calderdale will be freely accessible and inclusive to all, free of cost and freely chosen by the individual, providing opportunities for supervised and unsupervised play
3. We will seek to promote positive attitudes towards children and young people at play
4. We will establish local standards for play provision both in terms of quantity and quality

The audit of existing provision and consultation carried out with children, young people, parents and carers, has enabled us to identify the gaps in accessing play. The lack of provision in some rural areas has been highlighted as a concern as has a reduction in outdoor play overall which is something that is happening nationally due to perceived safety issues.

Parents have told us that they would let their children play out if there were more supervised play facilities. Children have told us that they feel happy when they play, particularly when with their friends and family. There is strong agreement that opportunities for play and recreation are vital to maintain a vibrant community and that play is very important to the well-being of all children and young people.

These and other issues will be addressed in the action plan. Improvements to provision will be done with the participation of children and young people in Calderdale. The key actions will be to ensure that play is recognised in strategic documents, that play is freely accessible and inclusive and that there is a strong workforce and partnership network supporting the delivery of play.

The BIG Lottery Children's Play Initiative is funding improvements to play provision in Calderdale over three years. The play partnership will continue to seek further funding to enhance play opportunities in Calderdale and deliver on the action plan.

1. Introduction

1.1 Background to the strategy

In June 2001, the Government pledged to invest £200 million through the New Opportunities Fund (NOF) for improving children's play opportunities. Following on from this, a review chaired by the Rt. Hon. Frank Dobson MP resulted in the 2004 DCMS report entitled 'Getting Serious about Play' which included a number of recommendations for improving and prioritising play opportunities.

In 2005 the BIG Lottery Fund launched an initiative whereby £155 million would be made available under the Children's Play Initiative in England to improve play. This was in response to the recommendations made in the 'Getting Serious About Play' report. A total of £124 million is allocated to local authority areas to help them improve or develop play provision, £16 million for the Playful Ideas programme, which provides grants for innovative ideas and £15 million for establishing Play England, a national and regional support body for children's play. Play England is a five-year programme that will promote strategies for children's play and provide a support structure for the play sector.

The pre-determined funding allocation available to each local authority is based on the number of children weighted by deprivation. Calderdale has been allocated £498,500 to improve play opportunities for children and young people between the ages of 0 and 19. One of the requirements for successfully obtaining the funding is that a play strategy should be in place detailing the future plans of the local authority in improving play provision. The strategy will extend beyond the life of the Play Initiative and will be monitored and updated. It should also have the involvement of the local community to ensure that it meets local need.

Whilst play is not a statutory service for local authorities, in Calderdale we believe that all children and young people should have the same opportunities to express themselves clearly through play in the areas where they live. They can learn, through a variety of inclusive play opportunities allowing them to extend their experiences by challenging boundaries and exploring risks in a safe environment. By working together with children and their families, communities and local providers, we aim to address play needs through active involvement and consultation.

Even though older children may not refer to their use of free time as 'play', for the purpose of this document, 'play' defines children's pursuit of freely chosen leisure activities. Therefore this strategy applies to all children and young people from 0-19 years.

A Vision for play in Calderdale

‘All children and young people in Calderdale have an equal right to free play’

We believe that all children and young people should have the same opportunities to express themselves through play in the areas where they live. To learn and develop through a variety of inclusive play opportunities, which allows them to extend their experiences by challenging boundaries and exploring risks in a safe environment.

We aim to address play needs through active involvement and consultation by working together with children and their families, communities and local providers.

There are many definitions to describe Play. Through play, children and young people learn informally their sense of themselves as individuals. Play fosters self-esteem and builds confidence through learning to cope with disputes and by making informed choices through exploration, experimentation and understanding.

Play, as defined by The Children’s Play Council is *‘..An essential part of every child’s life and vital to their development. It is the way children explore the world around them and develop and practise skills. It is essential for physical, emotional and spiritual growth, for intellectual and educational development, and for acquiring social and behavioural skills. Play is a generic term applied to a wide range of activities and behaviours that are satisfying to the child, creative for the child and freely chosen by the child. Children’s play may or may not involve equipment or have an end product. Children play on their own and with others. Their play may be boisterous and energetic or quiet and contemplative, light-hearted or very serious’.*

As a Local Authority it is important that we provide good play opportunities for children and young people as it not only benefits them in terms of their health and wellbeing, but it also has a positive impact upon the community and local environment. Parents also benefit from knowing that their children are enjoying themselves and it gives them the opportunity to meet and form friendships with other parents in play settings. In Calderdale, the provision of play facilities is varied with numerous providers offering different types of play opportunities. This may range from youth centres to fixed play equipment in parks to summer play schemes run by qualified play workers.

‘If children and young people are to have adequate opportunities to play freely and enjoy un-structured free time activities, local authorities must plan strategically for this. Local authority plans should be rooted in agreed Play Policies and developed with local children and young people, families, other community members and play providers’

Policy position: Local play policy development, Children’s Play Council’

1.2 A strategy for Calderdale

This 5-year play strategy for children and young people in Calderdale is based around a number of key themes and objectives that have been agreed by the Play Partnership. These are as follows:

Key Themes and Objectives

1. We believe that play is important to all children and young people and we will work to ensure that provision meets local need, reducing barriers and encouraging the participation of children and young people when planning for play
2. Play opportunities in Calderdale will be freely accessible and inclusive to all, free of cost and freely chosen by the individual, providing opportunities for supervised and unsupervised play
3. We will seek to promote positive attitudes towards children and young people at play
4. We will establish local standards for play provision both in terms of quantity and quality

These objectives will be used as a framework to develop an action plan of priorities for improving play provision in Calderdale. The action plan at the end of the strategy has been heavily influenced by the outcome of consultation that has been carried out with children, young people, parents and professionals.

The play strategy is split out into different sections. Firstly it addresses the case for play, what it means and how important play is for children and young people of all ages and abilities. Then it will look at the context of play in a national and local sense, how it is influenced by different policies such as Every Child Matters and the Cleaner, Safer Greener agenda, and also how it fits in with wider social concerns such as health and childhood obesity. There are also local plans that impact upon play such as the Calderdale Children and Young People's Plan and the Open Space, Sport and Recreation Strategy.

Future plans can only be developed by assessing what type of provision already exists and where, and by understanding the needs and views of local communities. The next two sections of the play strategy explain how existing provision was reviewed, how the information was mapped out and how the gaps were identified, and how local communities were consulted with and what they told us.

The last section builds upon all the information that has been collated through the audit of existing provision and consultation to explain how we intend to improve play provision in Calderdale. This is explained through an action plan at the end of the strategy.

1.3 The Calderdale Play Partnership

The success of this play strategy relies upon the commitment and support of the play strategy steering group to deliver proposed improvements. The steering group is made up of representatives from the local authority, the voluntary and community sector. The terms of reference for the play partnership can be found in Appendix 1. Membership is as follows:

Calderdale Children's Fund

Calderdale MBC

- Commissioning and Partnerships (Children's Services)
- Community Safety
- Extended Schools
- Parks, Streetscene and Countryside
- Planning Services
- Play Services
- Youth Service

Calderdale Parent and Carers Council

Community Foundation for Calderdale

Eureka! The Museum for Children

A group of stakeholders has been established to advise upon the wider issues that will influence play provision and to offer support where possible on improvements to provision. Play can also help agencies achieve their strategic goals such as safer communities, healthy communities, preventative strategies and lifelong learning. The play strategy stakeholders include for example Town and Parish Councils, The Ovenden Initiative and Mixenden Initiative (consultation regarding natural play and partners in the delivery of projects). A full list of stakeholders can be found in Appendix 2.

1.4 Principles of the play strategy

The play steering group has agreed to adopt the following principles as a basis for the play strategy:

1. Having a clear definition and understanding of formal and informal play
2. Being equal and inclusive and breaking down barriers to play
3. Involving children and young people aged 0-19 inclusive in design and development
4. Working across Council services in partnership with stakeholders including the private and voluntary sector
5. Covering fixed play facilities, playgrounds, outdoor youth facilities, wheeled sports facilities, staffed services, supervised play facilities, youth and community facilities, out of school clubs, extended schools and play scheme centres
6. Addressing children's play in parks, open spaces, streets, the wider built environment and also their ability to get around their neighbourhoods
7. Undertaking an audit and analysis of local facilities and services to establish current provision
8. Recommending local standards for play provision

9. Recognising the value of play both in its own right and in relation to wider agendas such as health, social inclusion, community safety, community cohesion and the contribution to learning and development
10. Linking with other strategic documents such as Open Space and Cultural Strategies, Community Plan, Local Area Agreement and Children and Young People's Plan
11. Interpreting the local situation in the context of relevant regional and national legislation, policy and strategy
12. Reflecting local diversity and character
13. Providing innovative, creative and challenging provision
14. Challenging views and perceptions of children and young people in our communities

2. The Importance and Value of Play

The Children's Play Council defines play as 'what children and young people do when not being directed by adults' (CPC 2002). Play is a fundamental part of childhood and children will play wherever they are if they are given the opportunity. Children have a right to play. Through play, children have an understanding of the world and their place within it. Play is essential to their healthy development and well being, enabling them to develop socially, physically, intellectually, creatively and emotionally.

The Play Partnership endorses the Children's Play Council's 'Charter for Children's Play', which supports the importance, value and right to play

2.1 The right to play

It is certain that every child has a right to play. Article 31 of the United Nations Convention of the Rights of the child (1989), which was ratified by the UK Government in 1991, states that

'Parties recognise the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts'.

Article 12 relates to the child's right to participate in decision making about matters that directly affect them; *'children have the right to express their views about anything that directly affects them, and they must be listened to when decisions are being taken regarding children and their welfare'.*

This strategy recognises that all young people in Calderdale have **the right to play** within their local neighbourhoods and have safe and attractive play spaces within easy walking distance of their homes. Play opportunities should provide a balance of supervised and unsupervised play according to local need. Open access play by definition should be freely accessible, offer free choice and be inclusive to all children. There is evidence that demonstrates that access to open spaces and free play and leisure opportunities is a significant factor in alleviating the effect of disadvantage on young people's well being. The strategy recognises the need to provide play opportunities that will address local need in Calderdale.

2.2 Types of play

There are many different types of play that children and young people engage in and it is also important to recognise this when planning for future play provision. Bob Hughes, a leading play professional provides some examples (A Taxonomy of Play Types, PLAYLINK 1996):

- Symbolic play e.g. using string to symbolise jewellery
- Rough and tumble play e.g. wrestling and chasing
- Socio-dramatic play e.g. having a tea party

- Social play e.g. playing games that have rules or protocols
- Creative play e.g. transforming materials
- Communication play e.g. play acting, jokes and singing
- Dramatic play e.g. presenting a TV show
- Deep play e.g. risky play, developing survival skills
- Exploratory play e.g. stacking bricks
- Fantasy play e.g. being a pilot flying around the world
- Imaginative play e.g. pretending to be a boat
- Loco motor play e.g. in any and every direction such as hide-and-seek
- Mastery play e.g. constructing dens and shelters
- Object play e.g. using a cup or paintbrush unconventionally
- Role-play e.g. dialling a telephone

2.3 The importance of play

Play spaces provide opportunities for both formal and informal play. This may take the form of exercise, learning and development, taking risks and rising to challenges, improving self-esteem and behaviour, making friends, being creative and generally being spontaneous and having fun. Play also has a positive effect on wider social issues such as current concerns over childhood obesity and poor health. Social interaction between children from different cultures and abilities breaks down barriers and promotes understanding. Play can bring communities together and encourage equality and inclusion.

2.4 The Benefits of play

- Tackling social exclusion - play is proven in supporting the reduction of anti social behaviour in children and young people. It can support preventative work with young people and help early intervention to those at risk through the provision of quality play experiences
- Development of stronger links with other communities - supports social and community cohesion through bringing communities together and offering opportunities to explore cultural identity and difference
- Supporting families and communities through informal methods - quality play opportunities give parents and carers confidence in their children's safety, reducing concerns regarding their children's safety outside the home. Play spaces also give the opportunity for families to meet with other families, supporting the development of stronger communities
- Social play - through play children learn to cooperate, take turns, win and lose and develop ground rules, providing them with essential life skills for the future. It gives them the opportunity to meet with friends and build positive relationships. The consultation undertaken in Calderdale for the development of this strategy has demonstrated that being with friends is one of the most important factors of playing.

"I play in my den. I like playing in my den because it smells nice. We are going to get some more visitors and we are making it a girly room"

Calderdale resident, age 10

2.5 Play and health

The physical activity involved in energetic play is traditionally recognised as a benefit to children in terms of providing exercise. It also links with the concerns about the increasing restrictions placed on children in terms of the opportunities for them to explore freely and play away from home (Mc Kendrick and Bradford, 1999; Freud, 2000).

"I play in the garden because I am not allowed out on my own or with a friend. I don't always play outside"

Calderdale resident, age 11

Results from the Health Survey for England 2004 (Department of Health) found that 33% of boys and 35% of girls aged 2-15 years were classed as either overweight or obese. The British medical journal reported in 2001 that there is 'an obesity epidemic in young children' and the main solution should be to 'reduce television viewing and promote playing'. The report also identifies that '*opportunities for spontaneous play may be the only requirement that children need to increase their physical activity*'. In 2005 the Department of Health published a physical activity action plan called Choosing Activity. This recommended that 'all children and young people aged 5-18 participate in physical activity of at least moderate intensity for one hour a day.

"I feel really happy when I play out. Because I get a lot of fresh air in my lungs and it feels good. I also like going on my bike and it helps me get fit"

Calderdale resident, age 10

Play can enhance the mental health of children and young people. This is relevant given current concerns about increased rates of mental health problems amongst young people (Meltzer, 2000). The Mental Health Foundation has reported that the increasingly limited amount of time children have to play outside, or attend supervised play projects was a contributory factor in the rise of mental ill health in young people. Research by the Mental Health Foundation of Children and Young People (1999) highlights the importance of children being able to play, take risks and use their own initiative. It is also essential for them to have opportunities to practise making and consolidating friendships and to deal with conflict - the basic skills needed to be emotionally literate which increases their resilience to mental health problems.

2.6 Barriers to play

In a survey carried out by the CPC in 2005 for Playday (an annual event celebrating and promoting local play), it was found that over 40% of children don't play out as much as they would like to and that over 90% would play out more if they could. Children that have limited access to outdoor play opportunities and to the social interaction with other children that comes with free play are being restricted especially in terms of crucial developmental skills.

The Frank Dobson report Getting Serious about Play, DCMS 2004, recognises that *'Far too many children have nowhere safe to play. They either don't get out to play or they play in places where they aren't safe. So they are deprived of the pleasure and stimulation of being able to play with their friends or they are in danger. That is bad both for them and for the peace of mind for their parents'*.

The Choosing Health White Paper, Department of Health 2004, states that *'children appear to have fewer opportunities for physical activity.... Increasingly, evidence shows that children do not play out as much as they used to and that opportunities for free play are restricted'*.

There are a number of reasons why outdoor play opportunities might be restricted. Opportunities to play are often limited due to external factors. Play provision can vary between different geographical areas. Built up areas and traffic are real safety issues for children and parents alike. Although the number of casualties of children and young people has fallen in Calderdale, nine out of ten primary school children who are casualties of road traffic accidents are injured playing close to home.

Limited space and facilities in a child's immediate environment, and parental pressures and lack of time do not allow for children's opportunity to play 'on their doorstep'. Children and young people often face a lack of tolerance by adults when playing on the streets, on open spaces and in parks as they are regularly seen as being anti social or involved in nuisance behaviour.

Other factors such as access to transport, provision of playgrounds, accessibility and inclusion, quality of provision, cost and qualified staff can all limit the child's opportunity to participate in a variety of different play environments. Play opportunities for disabled children are often limited due to inappropriate provision and a lack of awareness and understanding from providers. Additionally children's fear of bullying and crimes against them limits their opportunity to play freely and safely.

Parents fear over 'stranger danger' is often a major reason why children are not allowed to play out. Research has shown that the chance of a child being harmed by a stranger is significantly small compared to being harmed by someone known to him or her. Recent Mori polls have recorded that 40 per cent of 5-11 year olds are not allowed to play outside their homes and that 85 per cent of the population think that the risk of being a victim to crime has increased over the last ten years. A total of three in ten of the population believe that as a means of crime protection, they always use a car rather than go on public transport or on foot. Although such actions by parents are well intended, it has a detrimental effect on the increasing sedentary lifestyles of children and young people. Children that are able to play out are far more likely to develop autonomously, having greater independence and skills in understanding risk and safety.

"After school I stay at home and read or play by myself in my bedroom. I don't go outside and wouldn't"

Calderdale resident, age 10

2.7 The balance of risk and safety

The need for children to take measurable risks is essential in allowing them to experience challenges within their own boundaries. Children need the opportunity to stretch themselves and test and develop their abilities without being exposed to unacceptable risks. Whilst recognising the importance of the safety of children and young people at play, it should not limit their experience. Through having the opportunity to take acceptable risks that test personal boundaries, children develop increased self-confidence and greater resilience, learning a greater sense of judgement about their own safety and opening themselves to new and richer experiences.

Play providers might consider a more cautious approach and therefore try and remove too much risk and challenge in the play environment for fear of litigation. This perceived compensation culture is in danger of providers opting for more sterile play spaces. It is the role of providers to ensure that a realistic balance of risk and safety is met through risk assessment. If children are denied the opportunity to encounter and manage risk, they may choose to play in uncontrolled environments where the risk factor may be far higher.

Parents should quite rightly be aware of potential stranger danger, traffic and accidents but an over cautious approach may dilute a child's play experience. A safe place to play may not actually be a playground but rather a place where children can be seen and have the opportunity to interact with others.

When I'm at my Dad's house I normally play in the park or on the roads – I know it's not that safe

Calderdale resident, age 10

The Calderdale Play Partnership recognises and endorses the Play Safety Forum's Position Statement on Managing Risk in Play Provision.

'Children need and want to take risks when they play. Play provision aims to respond to these needs and wishes by offering children stimulating, challenging environments for exploring and developing their abilities. In doing this, play provision aims to manage the level of risk so that children are not exposed to unacceptable risk of death or serious injury.'

(Managing Risk in Play Provision, Play Safety Forum 2002)

The Play Safety Forum also states that *'whilst the same principles of safety management can be applied both to workplaces generally and play provision, the balance between safety and benefits is likely to be different in the two environments. In play provision, exposure to some risk is a benefit; it satisfies a basic human need and gives children the chance to learn about the real consequences of risk taking'*.

The play safety forum also recognises that disabled children have *'an equal if not greater need for opportunities to take risks'*. The Calderdale Play Partnership recognises this and endorses the importance of providing inclusive play settings.

In Calderdale there are a number of lakes, streams and other features that may present a risk throughout our parks and open spaces. Whilst the Parks Service has faced pressure to fence off these areas this has been resisted to enable all users to fully appreciate the natural environment. We believe that children need to experience what parks and open spaces have to offer and so undertake risk assessments, which balance benefit with risk.

Numerous events, walks and activities are held across the borough. There are skateboarding facilities where children and young people can experience movement and height. The 'Freerunners' group have given displays in parks and at the annual Play Day event. They undertake their own risk assessments in addition to the Council's own and make spectators aware of the dangers. Similarly, summer playschemes are risk assessed and parents are made aware that activities allow children to explore and face challenge through play.

2.8 Inclusive play

Providing accessible play spaces for children and young people of all abilities is important if they are to learn from each other and build confidence and self esteem. Disabled children also have the right to access play opportunities and enjoy the social experience that goes with play.

Whilst running, skipping and jumping may be the most natural form of activity for able-bodied children, disabled children also have the desire to express themselves but it can be harder because of the barriers they face.

'Inclusion is not a single structure. It is a process by which we acknowledge the rights of all children to be part of their local communities'

(Micheline Mason, 1993 Inclusion the Way Forward)

Alison John, Disability Equality Trainer, writing in the 'Kids' Inclusion Framework for Local Authorities (2005), defines inclusive provision as **'open and accessible to all, and takes positive action in removing disabling barriers so that disabled and non-disabled children can participate'**.

Play opportunities should be inclusive and accessible to all children and young people regardless of ability, background or age. The benefits of play are the same for disabled children as they are for other children. Many barriers are created through a lack of support, understanding and awareness as well as physical barriers such as inaccessible play equipment, steep slopes and steps. Whilst it is not always possible to ensure that every piece of play equipment or activity is accessible to disabled children, it is important that the play experience should be accessible so that they may join in with their friends and family.

All children have the right to play. Article 23 of the UN Convention on the Rights of the Child states that *'parties should recognise that mentally or physically disabled children should enjoy a full and decent life in conditions which ensure dignity, promote self reliance and facilitate the child's active participation in the community'*. Legislation under the Disability Discrimination Act (DDA), introduced in 1995 and

revised in 2005, sets out the legal duties in promoting equality for disabled people. Part 3 of the DDA requires service providers (including play settings) to make 'reasonable adjustments' to policy, practice and procedures. Since October 2004 the legislation also includes reasonable adjustments to the physical features of buildings.

Under the Children's Act 1989, disabled children are children first and foremost and therefore should have access to the same range of services as non-disabled children. This Act provides the legal framework for the 'Every Child Matters' agenda and the resulting 5 outcomes, which services should work towards. Inclusive play provision should offer all children the choice to participate in a wide range of play settings.

The Calderdale Parent and Carers Council (CPCC) estimate that there are 2,000 disabled children living in Calderdale. In partnership with the Calderdale Children's Fund, the CPCC have produced an Inclusion Model for Calderdale entitled 'Let's Join In!'. This model is supported by the play partnership and is based around the social model of disability:

'impairment is what we have, disability is what we experience' (John and Whewey, 2004)

The One Park for All project was the driving force behind the design and installation of an inclusive play area in Calderdale. The play area was jointly funded through lottery money, Calderdale Council and the Calderdale Parent and Carers Council (CPCC). The project's success was down to a rewarding partnership between the local authority, the Calderdale Parent and Carer's Council and a dedicated team of children and young people. Throughout the project, consultation was carried out with local children of all abilities and their parents and carers to ensure that the play area met local need. In addition to success with this play area, the project team also managed to secure an additional £100,000 per annum for the Councils' inclusive play refurbishment programme.

The project has four objectives: to encourage leaning and social interaction through play; to address the needs of disabled children and break down barriers; to improve the local environment, and to encourage community involvement in a local project. The overall impact of this project is that all children are able to play together regardless of their ability or background and in doing so break down barriers and change attitudes. Disabled children can build their self-esteem through social interaction and overcome isolation, and play is a great way to do this.

A good practice guide has been produced on working with children and young people of all ages and abilities on a project such as this. It takes the form of a poster and a copy can be found in Appendix 3.



The One Park for All inclusive play area

One action for the Play Partnership will be, to not only make play settings inclusive but also to encourage more disabled children and their families to participate. This may involve training for staff to raise awareness as well as making it easier for disabled children and their families to access provision. Disabled children and young people often benefit from having a trained adult to help facilitate their way into play.

2.9 Sustainability and play

Play provision has to be sustainable in order to meet the needs of future generations. Generally children's desires and opinions of play do not change throughout generations. Whilst fashions may come and go, there is still a need for free, spontaneous and expressive play. Outdoor play will always involve running around, building dens, role-play and other games. To facilitate sustainable provision, play spaces should be attractive to people so that they will keep coming back. This also means that it has to withstand changing fashions and therefore has to be flexible enough to meet the needs of the day. Most importantly provision should be accessible to all and that means providing play that is physically inclusive, caters for additional needs and has accessible information.

The Play Partnership recognises that after the three-year BIG Lottery Children's Play Initiative has ended, other sources of funding will be required in order to continue meeting the actions agreed in the play strategy. It is important to involve key stakeholders and other relevant partners in the implementation plan of the strategy and to have a commitment from them to meet the aims of the strategy in order for it to be successful and sustainable.

'If children are to have access to play provision in their own neighbourhoods it must be free of charge, and therefore financed at least in part from mainstream public funds'.

(Issy Cole-Hamilton, Play England, 2006)

It will be the role of the Play Partnership to forge links with other local plans and strategies to ensure that play becomes embedded within them. This includes forging links with higher-level plans such as the Local Area Agreement. There will also be an awareness raising responsibility including representation on relevant management groups and gaining Councillor support by 'championing' play.

In terms of actually delivering good quality play provision on the ground it is important to have a strong infrastructure in place by developing a trained and valued workforce backed by a Quality Assurance scheme that promotes workforce development. It will be the role of the workforce to get the local community on board. Community involvement through projects such as the Play Rangers scheme helps to embed provision into the local community and therefore establishes the long-term future of such play opportunities.

Providing interesting and sustainable play opportunities goes much wider than just traditional playgrounds in parks, and although these remain a popular choice for children and their parents, encouraging use of the natural environment and natural materials for play may also address concerns over sustainability. Children and young people will play wherever they are and so by encouraging free play in the natural environment it is exciting, spontaneous and creative. The success and sustainability of play provision will ultimately depend on whether or not the play space or facility in question has become a part of the local community.

3. Play in Context

Although play is important in its own right, it should not be viewed in isolation; but as a cross cutting issue across other service priorities and wider corporate priorities. There should be clear links with the public and voluntary sectors, as well as local partnerships and statutory agencies. One of the purposes of the play strategy is to act as a catalyst to promote, extend and improve services to children through partnership work, and to adopt the basic principles and values of play and its importance in children's lives. This strategy should be taken into account when decisions are made that may have an impact on children's play; for example, building and regeneration developments, transport policy, health agendas and open space policy.

3.1 National context – how play can meet other agendas

Nationally the Governments' Cleaner, Safer Greener Communities recognises that quality green spaces are fundamental to the quality of life. Estimates suggest that 33 million people in England visit parks and open spaces each year (How to create quality parks and open spaces, former ODPM, 2005). This may be for a variety of reasons such as relaxation, exercise or learning about and appreciating the natural environment. Green spaces are also immensely important for play and have benefits for both physical and mental health and in developing social skills.

'Parks and green spaces provide a wealth of opportunities for improving the quality of life for children and young people. Good quality spaces can provide opportunities for formal and informal play, exercise and learning. For the child this can help them to make new friends, improve their self-esteem and behaviour, keep them fit and healthy and encourage creative thinking and learning.'

Cleaner Safer Greener Communities initiative, How to create quality parks and open spaces, former ODPM, 2005)

In 2002, the Children's Play Council (CPC) carried out consultation and found that children and young people wanted more opportunities for physical activity and outdoor play. Some of the reasons why they felt restricted were a combination of their own fear of bullying or being told off by adults. Parents concerns related to traffic and 'stranger danger'. Both parents and children were dissatisfied about the condition of play facilities. The survey also discovered that local authorities spend an average of only 8p per child per week on playgrounds and 14p on out-of-school supervised play activities (excluding formal childcare). Figures also suggest that there are less than two and a half square metres of public play space per child under 12 (CPC, 2006).

Worryingly this lack of participation in outdoor play is a contributing factor towards the rise in childhood obesity with current figures suggesting that one in four children in England is overweight. A 2004 study by University College London found that in terms of calorific intensity, unstructured play came second only to PE. The study concluded that 'walking and playing provide children with more physical activity than most other activities'.

Encouraging children to play freely outdoors is one way to help reverse the trend. This has to be coupled with providing greater opportunities for free play, which also addresses the concerns over quality, access and safety. Natural England (formally the Countryside Agency and English Nature) aims to 'conserve and enhance the value and beauty of England's natural environment and promote access, recreation and public well-being for now and future generations'. They have adopted an objective of providing accessible natural space within a 5-minute walk of every home in England (A Natural Health Service, Natural England's Health Campaign, Nov 2006). Natural England believes that access to nature and the outdoors improves health and well-being, helps tackle childhood obesity, stress and mental health problems.

Considering that Britain has the highest level of anti-social behaviour amongst young people in Europe with nearly 17% of the UK prison population under 18 (GreenSpace, Dec 2006), questions are being asked about whether the design of the build environment with a lack of play space and access to open space is encouraging sedentary behaviour and therefore is a contributing factor. In the governments' 2005 Green Paper, 'Youth Matters', Local Authorities will have to provide access for young people to 'positive activities' that contribute to their well-being. This may include sports or youth clubs and may be educational or for enjoyment and recreation. When considering what to provide, the views of young people must be taken into account.

National standards for positive activities were proposed in Youth Matters and these are as follows:

- Access to 2 hours per week of sporting activity
- Access to 2 hours per week of other constructive activities in clubs, youth groups or classes
- Opportunities to contribute to their communities through volunteering
- A wide range of other recreational, cultural, sporting and enriching experiences
- A range of safe and enjoyable places in which to spend time

A recent ONS survey (Attitudes to streetscape and street uses, 2004) found that 43% of respondents thought that if their street were to be redesigned, children playing out should have priority. A total of 85% of people agreed that it was important that children should be able to play safely in the road or street where they live and 67% agreed that it was important for them that their street should have more 'soft landscaping' such as trees and green areas.

3.1.1 Every Child Matters

'Every child and young person deserves the best possible start in life, to be brought up in a safe, happy and secure environment, to be consulted, listened to and heard. To be supported as they develop into adulthood and to be given every opportunity to achieve their full potential'.

This recent government agenda was developed to support and protect children, and involved consulting with children and young people about what was important

to them in their lives. From this, the five outcomes were developed to bring the agenda forward -

Being Healthy

That children and young people have the opportunity to regularly participate in physical exercise both indoors and out, having accessible safe and appropriate space to do so. Play opportunities provided contribute to children and young people's physical and emotional development as well as mental well-being.

Staying safe - Safe From Harm

Children and Young People are kept safe from bullying and discrimination in the play environment and are provided with play opportunities that promote respect and support the development of their self-confidence and resilience. Children may access a range of activities that lend themselves to challenging boundaries through acceptable risk taking in a supervised play setting. A trained and skilled workforce that has an understanding of child protection policy and procedures will re-enforce this outcome.

Enjoying and achieving

Mainstream provision should be as welcoming and accessible for disabled as well as non-disabled children and young people. Provision is inclusive with particular consideration to priority groups such as disabled children, children at risk, looked after children, BME groups and asylum seekers. Children and young people should be able to access a variety of play opportunities that are appropriate to circumstances and need.

Making a positive contribution

Play opportunities for children and young people provide them with experience that fosters independence and self-esteem. They should be actively encouraged to participate in the development and organisation of play provision to meet their needs. This includes participation and decision making in the planning and management of wider services that impact on children's play.

Achieving economic well-being

Provide training opportunities to volunteers in the community and support routes to employment.

3.1.2 Extended Schools

The Extended Schools Agenda is a national agenda aimed at delivering extended services in and around schools. The Extended Schools' core offer is:

- Quality, affordable childcare and a wide range of activities for children and young people
- Swift and easy access
- Parenting support
- Community access

Children benefit from before and after school activities. This agenda will be delivered through partnership work between schools and the statutory, voluntary and private sectors.

3.1.3 Five hours of sport a week for every child

This is a new national agenda offering an hour of sport each day of the school week to every child (three hours for young people aged 16-19). An additional £100m of funding is to be injected to help deliver this agenda, which will also include placing greater emphasis on competition within and between schools, developing a network of competition managers and holding an annual National School Sports Week. As this is a new agenda, plans are currently being formulated as to how this will work within Calderdale. It will however address concerns regarding participation in sport after the age of 16, which has shown to drop dramatically (Sport England, press release 23/07/2007).

3.2 Local Context – play and the link to local agendas

3.2.1 Calderdale Council Ambition

To continue to work with Partners to make Calderdale a clean, safe, attractive and thriving area for individuals and families to enjoy as residents, workers or visitors.

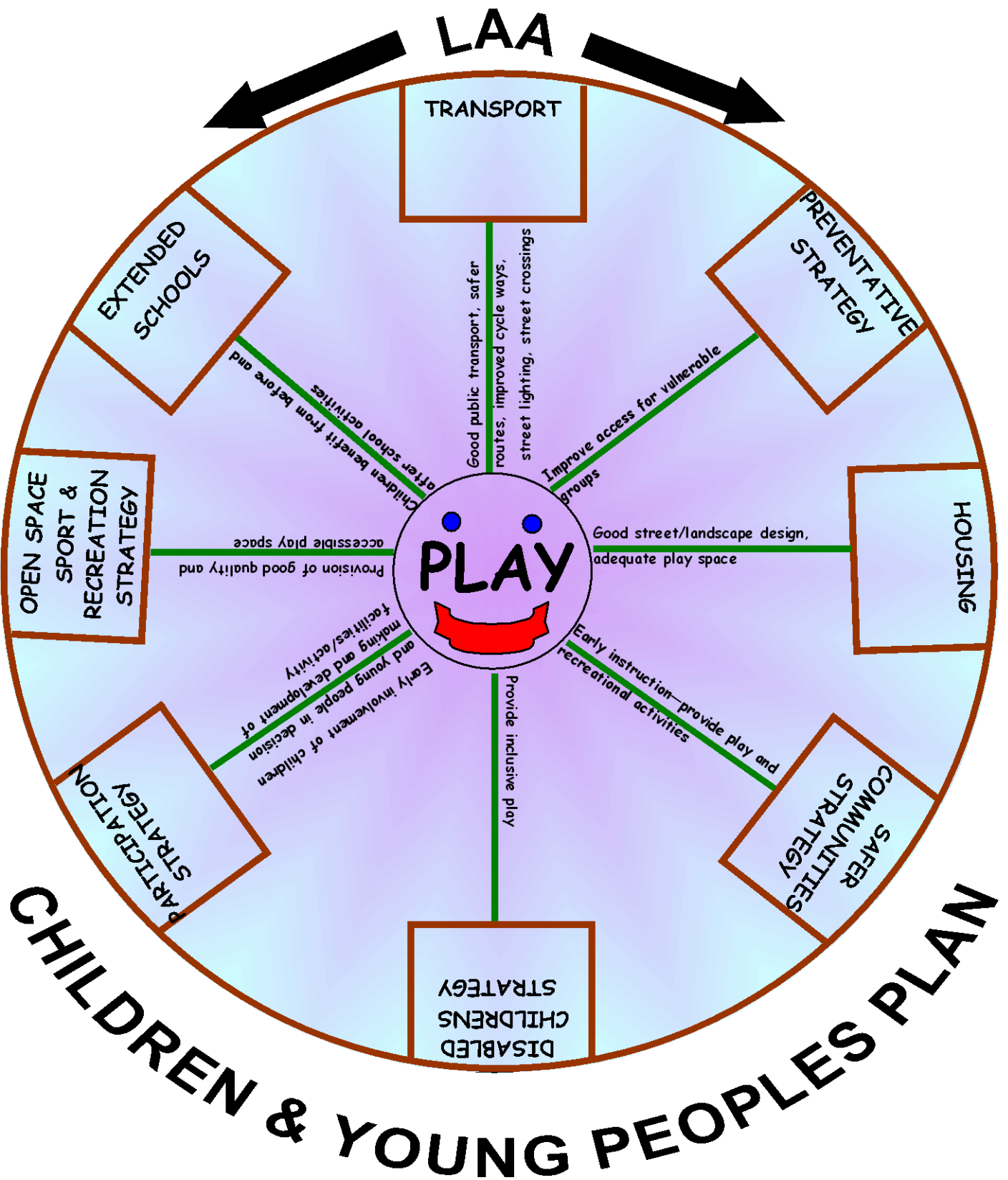
3.2.2 Calderdale Council Corporate Priorities

- Support and protect all Calderdale’s children, young people and their families and give them every opportunity to succeed
- Support vulnerable adults and promote independent living
- Promote healthy living and reduce health inequalities
- Create safe communities with lower crime levels, less fear of crime and safer roads
- Build strong local communities by celebrating our diversity and developing the capacity to live and work together
- Promote sustainable economic growth and respect for Calderdale’s heritage and develop a clean and attractive built and natural environment

3.2.3 Calderdale Local Area Agreement

Calderdale’s Local Area Agreement is a commitment between the government, Calderdale Council and public, voluntary and private sector partners. The purpose is to achieve better outcomes for local people and communities across Calderdale over the next three years. This includes for example improvements to schools, housing and lower crime rates. The Local Area Agreement is based on a framework comprising of six themes. One of the themes relates to children and young people where the aim is ‘to create a place where every child and young person thrives, is safe and happy’.

3.2.4 Flow chart of local strategies and plans



3.2.5 Links with the Calderdale Children and Young People's Plan 2007-2010

Calderdale's local ambition statement, 'Everyone different - everyone matters' recognises that all children and young people have different needs and aspirations, with different levels of support to help them to achieve their full potential.

In the Calderdale Children and Young People's Plan 2007-2010 (copy in Appendix 4), the aim is for all children and young people in Calderdale to:

- Be brought up in a caring and safe place
- Be healthy
- Be listened to and heard
- Get the knowledge and skills they need for life
- Meet with other young people from different backgrounds and walks of life
- Easily get in touch with any service they need

The following objectives are taken from the plan and illustrate the links with play, involvement and participation.

- As part of the review of out of school sports, leisure and cultural opportunities develop more targeted out of school sport and leisure programmes for children and young people (**CYPP BH9a**)
- Undertake a review of community provision for all children and young people, including youth service, recreation, leisure and culture, and targeted provision offered by the Council, other public and private services and the voluntary and community sector and develop a framework for a co-ordinated and planned range of both universal and targeted provision across Calderdale (**CYPP EA**)
- Revise structure of Participation Project to ensure full and meaningful participation in decision making about services that affect children and young people both in and beyond school (**CYPP MPC5a / CYPP MPC6a**)
- Implement Preventative Strategy to provide targeted support for children and young people who are at risk of engaging in anti-social behaviour or offending (**CYPP MPC**)

3.2.6 Calderdale facts and figures

There are 50,300 children and young people aged 0-19 living in Calderdale (2004 mid-year estimates for Calderdale based upon the 2001 Census). Whilst the population of Calderdale is forecast to rise 4.7% to 201,000 by 2026, projections estimated over a 10-year period (2003-2013) show that the numbers of children and young people in Calderdale are set to decrease (Chief Executives Office, 2005). The largest reduction is projected to be in the 10-14 year age group and the smallest will be in the 0-4 year age group. Overall numbers of children and young people aged 0-19 will reduce by approximately 3,000.

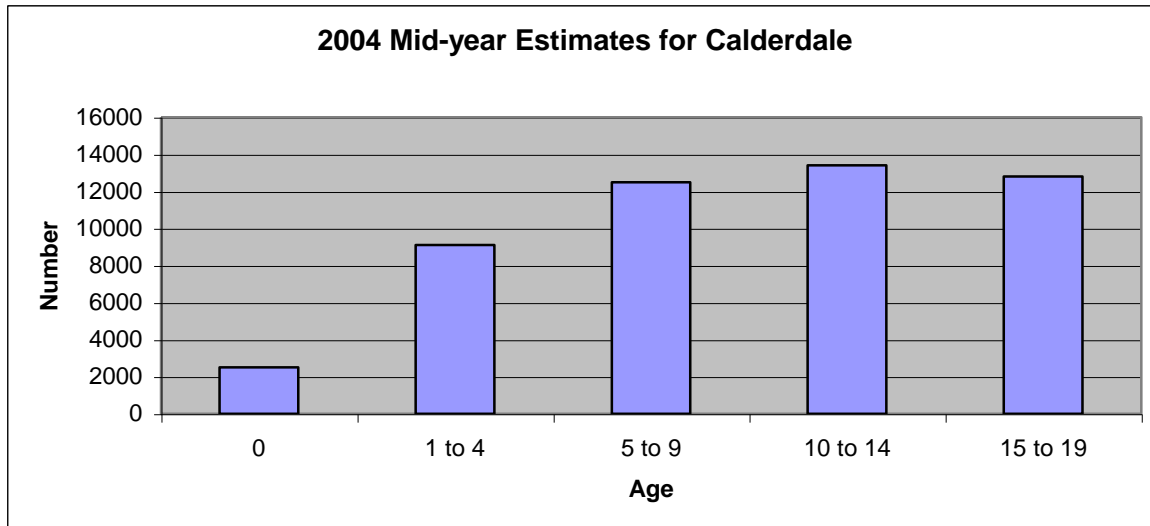


Chart 1 2004 population estimates age 0-19

The borough of Calderdale is diverse with the largest proportions of the population occupying the main towns of Halifax, Brighouse, Elland, Sowerby Bridge, Hebden Bridge and Todmorden. There are also smaller rural populations on the urban fringes. There are two wards with a particularly high level of deprivation (indices) namely Park ward and Ovenden. These two areas have the highest numbers of children and young people in each of the 0-4, 5-9 and 10-14 age groups. Illingworth and Mixenden also have relatively high numbers. The lowest numbers of children and young people are in Northowram & Shelf, Brighouse, Hipperholme & Lightcliffe and in Skircoat ward.

Overall fewer than 10% of dependent children in Calderdale live in households with no one in employment, whilst in Illingworth & Mixenden, Ovenden, Park and Town ward more than 20% of children live in such households. Ovenden also has the highest proportion of lone parent households at 15.6% while Skircoat has the lowest at 5.6%.

Although most people in Calderdale enjoy a standard of living close to the national average, there are some very localised areas that are amongst the most disadvantaged in the country. In these areas, children and young people have much less opportunity to realise their potential. In these areas it is more likely that children will experience higher levels of poor health, anti social behaviour and poor outcomes in child protection and safeguarding.

'A key priority is for all partners to work together to understand what it is like for children and young people to live in these areas, the barriers that exist to improving their lives and what we need to do to narrow the gap'.
 (Calderdale Children and Young People's Plan 2007-10).

Quality play experiences have an important role in enhancing the lives of vulnerable children, including those living with discrimination, disability and social exclusion. Children living in built up urban areas have less access to the natural

environment, and should be provided with better opportunities to access good quality open space. Contrastingly children in rural areas are challenged with isolation, often relying on parents to transport them to play and leisure opportunities. The strategy recognises the diverse communities across Calderdale, and the need to provide play opportunities that address local need.

3.2.7 Current provision in Calderdale

Early Years Service

This sits within the Children and Young People's Services Directorate with an infrastructure that provides support for childcare providers and children and their families using childcare facilities. Calderdale Early Years has a dedicated team of Childcare Development Officers that support local providers including offering advice regarding legislation and support in developing childcare settings, policies, procedures and finance etc.

Play Services

Provides free open access play provision primarily for children and young people aged 5 to 14 years both after school and during school holidays mainly in targeted priority areas. The service has two fixed play centres that are run by two teams of play workers. Additionally play workers run detached play opportunities, including developing play through support with community play initiatives and partnerships. During the summer holidays the service recruits summer scheme workers to deliver a programme of inclusive play provision on a rolling programme across Calderdale.

Children's Centres

Offer an integrated approach to services for children and families, providing early years education and childcare, health services and family support all under one roof. They act as a service hub within the community for parents and providers of childcare services for children of all ages, offering a base for childminder networks and a link to other day care provision, out of school clubs and extended schools.

Extended Schools

Calderdale is currently supporting 79 out of 103 schools in delivering extended school activities. There are three Extended Schools Co-ordinators working in different areas throughout Calderdale. There are also over thirty 'in school' co-ordinators who are working with individual or small groups of schools. One of the main co-ordinators is managing a pilot in which the extended schools agenda and the Children's Centre agenda are developed together in order to provide 'seamless' services for children, young people and their families. If this is successful it may be replicated throughout Calderdale.

Sports Service

The Sports service is responsible for managing Elland, Halifax and Sowerby Bridge swimming pools, North Bridge Leisure Centre and Todmorden Sports Centre. They run many activity programmes within school holidays called 'Sportsmix' sessions. Go Active is a sports membership for 3 to 15 year olds and is aimed at getting 'More Kids, More Active, More Often'

Activity and Community Development

Encourage participation in sport and active recreation through a range of schemes and physical activities. The service carries out specific participation work with targeted groups such as women and girls, BME, disabled persons and older people. The Midnight League sits under this service and is organised jointly with Pennine Housing 2000 and West Yorkshire Police. It is an evening 5-a-side football league for young people living in Calderdale and is designed to encourage young people to get off the streets and into playing sport. The service is also responsible for the Street Wardens who enhance and support service delivery.

Parks and Countryside

Manages and maintains parks and open spaces across Calderdale including The Jungle Experience and the Nursery at Manor Heath. The service also has responsibility for the 124 play areas and 6 skate board areas in parks and recreation grounds. Numerous events and activities are held such as galas, concerts, children's entertainment, skateboarding festivals as well as guided walks through the Calderdale countryside. The service is also responsible for providing environmental educational events to school groups.

Libraries, Museums and Arts

Offers a range of fun and educational activities both on site and within the community such as at events and in parks. This includes reading clubs, painting, mosaics, jewellery making, fabric painting and badge making, all delivered by trained professionals.

Young People's Services

Calderdale youth service operates numerous projects and provision including 33 youth centres and clubs, 18 detached and outreach projects, an information shop, an outdoor activity centre and also works in schools. The Youth service is area based consisting of five area co-ordinators across Calderdale. It also provides funding under the Positive Activities for Young People scheme and the Youth Opportunities Fund. Mixenden Adventure Centre provides outdoor pursuit activities for children and young people.

Positive Futures

Positive Futures is a national sport and activity based social inclusion programme delivered through partnership projects. In Calderdale a wide range of diversionary activities are offered for young people aged 10-19 who are considered 'at risk'. Activities include sports, music and drama programmes, some of which are through direct referral only.

Eureka!

Eureka! The Museum for Children based in Halifax, has been open since 1992. It is an educational Charity and over the past 15 years Eureka! has become well recognised in the UK establishing itself as a leading centre for play-based informal learning.

3.2.8 The Participation agenda in Calderdale

Play should empower children and youths, affirm and support their right to make choices, discover their own solutions to play and develop in their own space at their own time. (National Occupational Standards)

Calderdale's Children and Young People's Plan 2007-2010 was produced following widespread consultation, with a particular priority given to listening to the views of children and young people. Young people were involved in producing a shortened version of the Ambition Statement and also produced the strap line for the ambition and the plan: **everyone different; everyone matters.**

Under the 'Making a positive contribution' agenda, Calderdale's Children and Young People's Plan outlines the following priority –

Increase individual and collective active participation of children and young people in service development, provision and evaluation.

'Opportunities for all children and young people to participate in decision making about their lives and the services that affect them lies at the heart of our local change for children programme. While many opportunities to be involved in decision making already exist, these are not always available and accessible to all groups of children and young people wherever they live in Calderdale.

We also need to ensure that young people believe that this involvement is meaningful and that their views are listened to and respected. We need to move from consultation to participation and ensure that all children and young people are able to contribute to strategic decision making and that they receive feedback about decisions that are taken about service provision and the reasons for these decisions'.

The Calderdale Participation strategy has been developed by the Commissioning and Partnerships service. The strategy is underpinned by the 'Hear By Right' standards, which provide a tool for auditing and developing processes and quality of participation and outcomes. It has been developed through the Children and Young People's Participation Project (CY3P) to be adopted by agencies in Calderdale whose decisions or services impact on young people's lives.

Through a number of children and young people's services, children and young people have been actively involved in the recruitment and selection process. Play services have trained groups of young people to develop a child led panel, to assist in the recruitment of Play workers and Participation and Inclusion workers for Calderdale Council. A child led panel has also participated in the recruitment for the post of Head of Commissioning and Partnership Services and the Head of Family Support.

There are clear links with the play strategy in respect of shared priorities and values that promote the meaningful involvement of children and young people at all

stages of decision-making. This is foremost when developing provision and services for children and young people. On going consultation and involvement from children and young people and their feedback will be key in the success of the project proposals outlined in the action plan.

3.2.9 The Preventative strategy

Calderdale Preventative strategy aims to prevent children and young people experiencing negative outcomes through a range of services delivered at an early stage to children and young people that are either vulnerable or considered at risk. The strategy demonstrates a multi agency approach to this, working with partners to support families and children before they reach crisis point. The Preventative strategy sits alongside the Children and Young People's Plan.

Although formal links are still to be developed with the play strategy, there is a role for play in supporting early intervention work through the provision of positive play opportunities, particularly in targeted localities. Positive play can be therapeutic and provide an impact on risk factors that may lead to crime and anti social behaviour. It can be instrumental in identifying young people at risk and can support action plans for young people going through the Youth Inclusion Support Panel process.

There are proposals within the Preventative strategy that aim to improve access to universal services for vulnerable groups. The Play strategy action plan addresses the need to ensure play provision is fully inclusive, meeting the needs of harder to reach groups such as children with additional needs and addressing social exclusion by engaging children and young people at risk.

3.2.10 Safer Communities Strategy 2005-2008

The main aim of this strategy is

To create communities where people feel safer with lower crime and anti social behaviour levels, and targeted action against drugs and alcohol abuse

One of the key objectives is to 'help young people to stay safe, gain employment and make a positive contribution to their families'. An action under this objective is a focus on early intervention for young people most likely to get involved in anti-social behaviour and crime, incorporating a programme of positive activities for 'at risk' and vulnerable young people including cultural and sport activities.

Providing play opportunities in targeted 'hotspot' areas can support this aim through engaging children and young people in positive activities and encouraging involvement with the wider community.

3.2.11 Transport and Safer Routes to Schools

The safer routes to schools programme aims to give children and young people information so that they can make decisions about reducing car dependency and looking at alternatives, which encourage a more active lifestyle. They are taught

pedestrian and cycling skills to help ensure their personal safety. Traffic calming and other physical measures are introduced to make walking to school safer. This includes working with local bus companies to support the Yellow School Bus scheme and the Walking to School initiative.

3.2.12 Disabled Children and Young People strategy 2007 - 2010

This strategy has been developed in consultation with disabled children, young people and their families. The final objectives and priorities in this strategy have been strongly influenced by the views expressed.

The strategy recognises that all disabled children, young people and their families require different kinds of support throughout their lives. There is a commitment to *'creating an environment where individual circumstances are accommodated through inclusive mainstream services'*.

One of the objectives in this strategy is to support the participation of disabled children and young people in family and community activities. This includes play settings and will be an action for the play partnership to deliver. *'Disabled children and those with complex needs report that the lack of inclusive sport and leisure activities leads them to being isolated, lonely, and missing out on childhood activities that are fun and provide opportunities to make friends and learn new skills. In Calderdale, despite progress over recent years through the Access to Leisure Group, disabled children still report exclusion from mainstream out of school activities'*.

"Disability has its good sides and its bad sides, and somewhere in between. The good side is that we can do different and sometimes better things than able-bodied people e.g. drive from an early age because of wheelchairs. When we achieve things it feels so good because we have to put in a lot more effort"

Calderdale young person

The Disabled Young People's Forum was established in 2005. This is a youth club for disabled young people with the aim of promoting skills and building confidence to enable participation in mainstream activities. The forum has been effective in giving young disabled people a voice and enabling meetings with Officers, Councillors and local Members of Parliament to express views and opinions. The forum has had a considerable influence in the Disabled Children and Young People's strategy

The Youth Parliament is representative of young people across Calderdale, including members from several 'hard to reach' groups, including black and minority ethnic heritage, looked after and disabled young people. A total of 2,780 young people voted in the 2005 Youth Parliament elections.

3.2.13 Calderdale Open Space, Sport and Recreation Strategy

Planning Policy Guidance Notes (PPGs) are prepared by the government after public consultation to explain statutory provisions and provide guidance to local authorities and others on planning policy and the operation of the planning system.

The national planning policy framework for protecting existing children's play spaces is Planning Policy Guidance note 17 (PPG17) on Open Space, Sport and Recreation. This framework enables local authorities to ensure that the needs of local communities are protected. It encompasses a wide range of open space and also includes outdoor play areas and skateboard parks for example.

In January 2005 consultants Knight, Kavanagh and Page were commissioned to undertake a full Open Space, Sport and Recreation Study in Calderdale to comply with the requirements of PPG17. A full copy of the strategy can be found in Appendix 5.

PPG17 suggests that for the purpose of the study, open space is divided into typologies one of which is the provision for children and young people. The results from the study which impact on the provision for children and young people are the following strategy aims, framework and standards:

Strategic aims

1. Provide usable, accessible and sustainable open spaces, sport and recreational facilities within the Borough.
2. Seek to ensure that this provision is of an appropriate distribution, quantity and quality (new facilities will only be provided or supported if they contribute to the appropriate distribution of facilities).
3. Encourage, support and develop partnerships with all owners, community groups and providers of open space, sport and recreational facilities to secure public/community use of provision.

Strategic framework for open space improvements

The following points set out the general objectives for the development of provision for children and young people in Calderdale. These targets have been developed through a combination of information gathered during consultation (including that with children and young people), site visits and the catchment mapping exercise.

- Continue to enhance the accessibility and inclusivity of play provision
- Develop greater range of informal play provision
- Review the future of all Local Area of Play (LAP) sites (small site for children up to age 6 within 1 minute walking distance from home) in the context of their potential to be upgraded to provide sites that meet the needs and expectations of local young people and their parents. (However, there are some LAPs which have equipment and minimal maintenance cost. These sites will be retained and reviewed when maintenance costs rise due to aging equipment).
- Upgrade site quality at sites, which fall below the quality threshold.
- Ensure perimeter fencing and safety surfacing is evident at all new and existing play areas.
- Explore potential for ongoing designation of play streets

Provision Standards

The following standards have arisen from the work carried out in the strategy and were formally approved by Council in May 2007. The figures under each area show what we have at the moment, for example play area provision in Brighouse is 0.04 hectares per 1000 population.

Typology	Standard	Brighouse	Elland	Halifax	Hebden Bridge	Sowerby Bridge	Todmorden
Provision for children and young people	Baseline Quantity ha/1000 population	0.04	0.03	0.03	0.03	0.05	0.08
	Quality	Score of 60% or higher on qualitative site assessment					
	Accessibility	All settlement areas within 240m of a LEAP* and 600m of a NEAP**					

Table 1 standards of provision for children and young people

The quality rating has been calculated from the risk assessment score in the annual play area inspection carried out by Morral Play Solutions. The value score is calculated from the play value score from this inspection, the location value, proximity of other green space and indices of multiple deprivation.

*LEAP – Local Equipped Area of Play (containing at least 5 types of play equipment and within a 5 minute walk from home).

**NEAP – Neighbourhood Equipped Area for Play (predominantly for older children with at least 8 types of play equipment and within 15 minutes walk from home).

The Replacement Unitary Development Plan adopted by Council on 25th August 2006 commits the Council to preparing locally based standards for Open Space, but in the interim states that the Council has “adopted the National Playing Fields Association recommended standard for outdoor sport and recreation...”

The locally determined open space standards will be used within a Supplementary Planning Document (SPD) within the Calderdale Local Development Framework, as the basis for the consideration of planning applications and the negotiation for Section 106 agreements with developers. A Section 106 agreement is a form of obligation or agreement made under Section 106 of the Town and Country Planning Act between the Council and the Developer. It can be used to address concerns that may affect the wider community as a result of the development, for example to secure the provision of open space, recreation facilities or play provision. The SPD should be in place January/February 2008 and includes guidance on the calculation of commuted payment by developers for the provision or enhancement of open space. The early issues and options paper for the draft SPD can be found in Appendix 6.

4. Audit of Existing Provision in Calderdale

In order to understand about existing play provision in Calderdale, it has been necessary to carry out an audit. Numerous different services provide play opportunities and because there are so many different types of provision this audit has been essential to understand the scope of what currently exists. An assessment can then be made on whether it is the correct type of provision or in the correct place according to local need. The audit of existing provision will act as a baseline for improvement.

4.1 GIS Mapping – Play Type and Provision

GIS (Geographic Information Systems) is the generic term used for computer-based mapping and data assessment. This tool is used in the preparation, monitoring and mapping of the various types of play. MapInfo is the geographic mapping system used in this instance and has enabled the accurate positioning and recording of all play types and provision analysed in this strategy. It will be used for the future monitoring and review of play provision.

Note: All information collected in this exercise is a snapshot of provision. The definition used for play in this mapping exercise is ‘any setting where play is the main intended activity’.

Using MapInfo has enabled us to identify where play is distributed and also to identify areas of deficiency. This data has been compared with the demographic make-up of children across the borough from the ages of 0 to 19 inclusive. The barriers to play were identified as main roads, rail and waterways.

The data used in this exercise was extrapolated from the PPG17 (Planning Policy Guidance 17) Open Space, Sport and Recreation Strategy databases and included the data for parks and gardens, the provision for children and young people, amenity green space and outdoor sports facilities.

Each PPG17 classification was then sub-divided (see below) and assigned a play indicator (PI).

PPG17 TYPOLOGY	CLASSIFICATION	NUMBER	PI CLASSIFICATION
Provision for Children & Teenagers	LAP	47	Type A
	LEAP	49	Type B
	NEAP	9	Type C
	Unclassified	17	Type A
	MUGA	6	Type C
	Wheeled Sports Areas	8	Type C
	Teenage Shelters	5	Type C
Amenity Green Space	Informal Open Space	94	*
	Informal Open Space >1Ha	22	*

Outdoor Sports (Natural or Artificial Surfaces)	Tennis Courts	37	Type B
	Bowling Greens	29	Type B
	Sports Pitches	102	Type C
Parks & Gardens	Local Park	12	Type B
	District Park	9	Type C
	Borough Park	5	Type C
Supervised Play Provision 0-4 Yrs	Crèche	11	Type C
	Day Nursery	60	Type C
	Pre-School Group	105	Type C
	Parent & Toddler Group	47	Type C
	Play Group	42	Type C
Provision 10-19 Yrs	Youth & Community Centres	28	Type C

Table 2 PPG17 typology used for mapping. Play provision below the dark line is not part of the PPG17 but the typology has been used in the audit.

* It must be noted that amenity green space has been classified separately. This is due to the standards already set for this type of space in the Open Spaces strategy, which records amenity spaces by size and not type. Therefore all amenity green space below 1 hectare has a catchment buffer of 400m.

The table below identifies the allocation of play indicator classifications, using the typology from the Children's Play Council pilot indicators and which our neighbouring Council Kirklees has also adopted.

Type of Space	Time	Pedestrian route	Straight line distance
Type A: 'Door-Step' spaces and facilities for play and informal recreation	1 minute	100 metres	60 metres
Type B: 'Neighbourhood' spaces and facilities for play and informal recreation	5 minutes	400 metres	240 metres
Type C: 'Local' spaces and facilities for play and informal recreation	15 minutes	1,000 metres	600 metres.

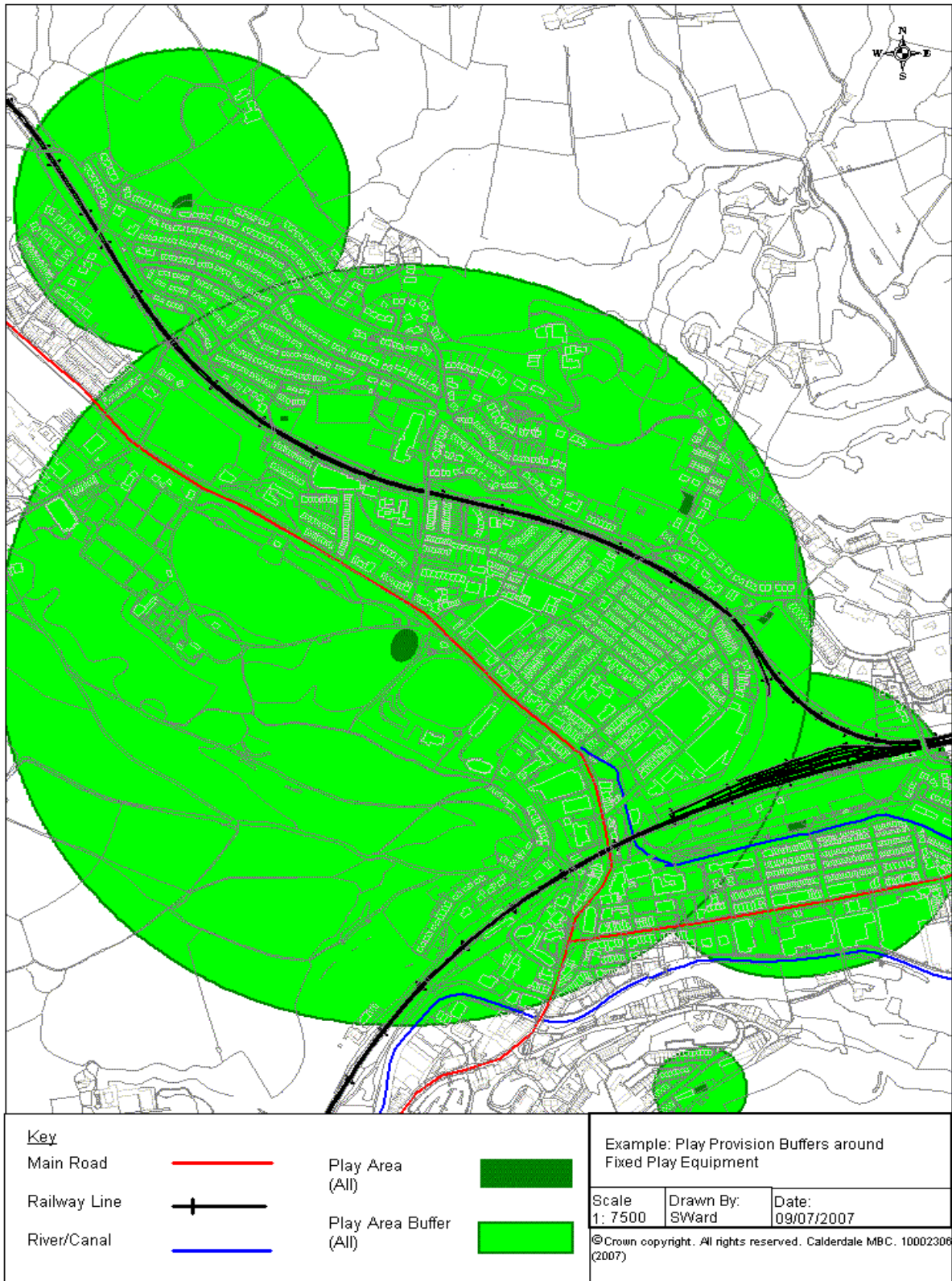
Table 3 play indicator classifications

Children are likely to find obstacles on route and barriers were identified as main roads, rail and waterways. Identifying these barriers was crucial to understanding real accessible routes to play provision. These physical barriers were mapped and overlaid onto current play provision and a buffer of straight-line distances were drawn around each type of provision which represents the maximum distance a child would be expected to travel to that area. It must be noted that straight-line

distances should be treated cautiously. They were used as the authority does not have access to routing software.

Map 1 shows play space and buffers around in accordance with table 3 above. The different types of play space therefore have different buffer specifications.

Map 1



To overcome the limitation of straight line distances the buffers around each type of play were trimmed where it crossed a barrier such as a main road, rail, or waterway. This was done to reflect the catchment area the provision served and shows the barriers that would prevent a child getting to the provision.

Map 2



4.2 Supervised play provision

There are limitations with the actual numbers of supervised play provision, as the numbers may not reflect true availability since the data is a snapshot of provision. There are variations in the hours that play provision is available, for example there is no differentiation between a term time club operating all week and one that only runs once a week or at weekends. Tied into this are the variations in the numbers of children that the project caters for.

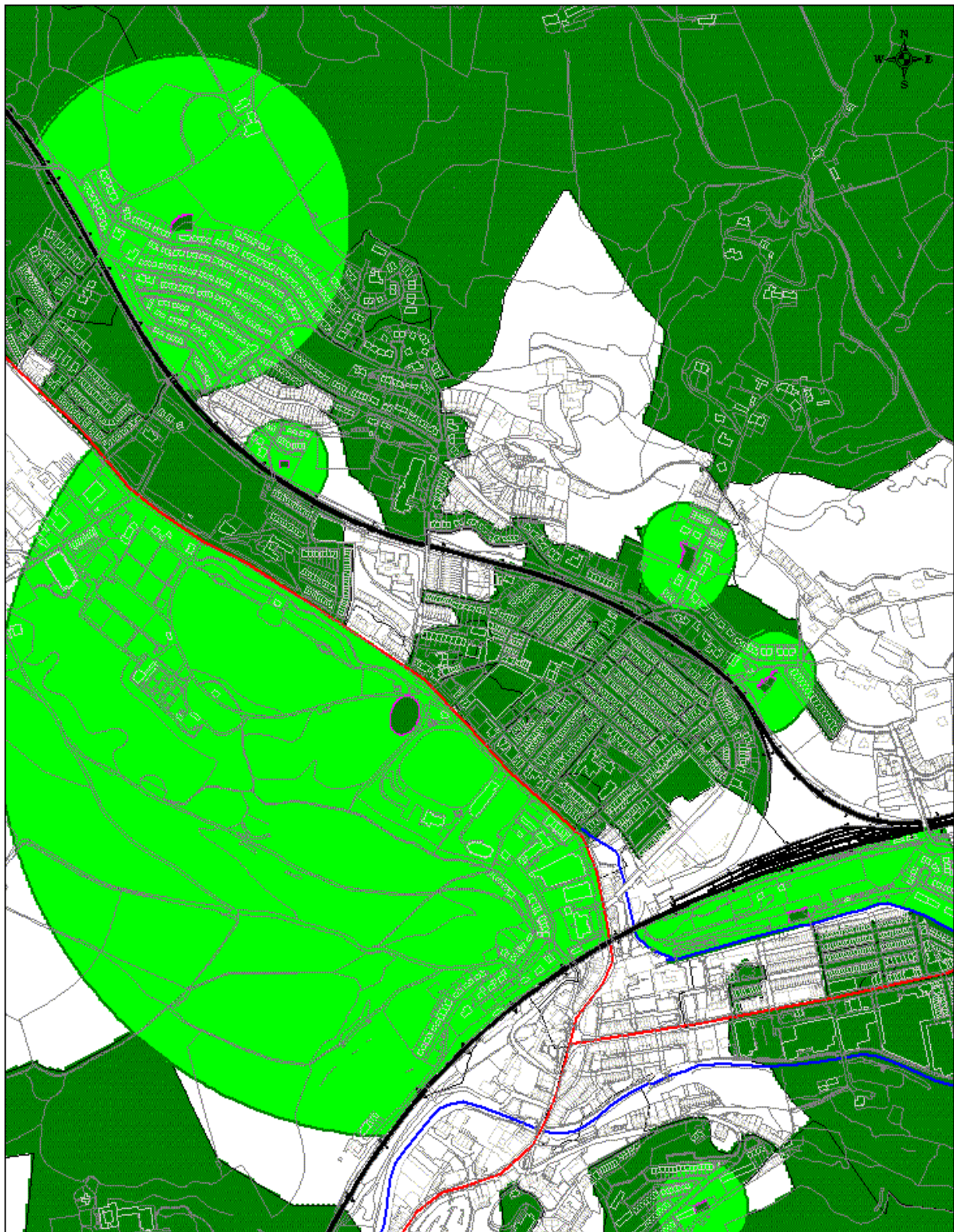
4.3 Management Arrangements







Access to GIS data will be widely available, with the ability for users to query the database. Responsibility for amending and updating the database rests with the Parks and Streetscene service. Other services or individuals responsible for the management of play provision will be required to inform the Parks and Streetscene service of any changes and additions to individual typologies so that the GIS data may be updated.

4.4 Final Analysis

The final analysis identified any gaps in play provision and was done by plotting need against current provision. The 2004 Ward Digest (derived from the 2001 Census) child population (0 to 19) was plotted by Census Output Area (OA). These areas were used, as they would give a more concise picture of localised gaps in provision. Areas with a high percentage of children (25% children in OA, Calderdale Average 26%) were plotted against the distribution of play coverage (see Map 3 below).

Map 3



Key		Play Area (All)		Example: Play Provision Buffers around Fixed Play Equipment trimmed where Physical Barriers are Present - Plotted against OA with >25% Children Present
Main Road		Play Area Buffer (All)		
Railway Line		OA >25% Children		Scale 1: 7500
River/Canal				Drawn By: Sward
				Date: 09/07/2007
© Crown copyright. All rights reserved. Calderdale MBC. 100023069. (2007)				

4.5 Key findings - Patterns and Levels of Provision

The following key findings are evident from the audit and mapping exercise:

- There is a total of 247.035 hectares of provision for children and young people in Calderdale. This includes play areas, amenity spaces, parks and sports facilities as listed under Table 2 showing the PPG17 typologies.
- Almost all play provisions are located in urban areas, with many in deprived areas with social housing.
- Provision includes approximately 400 Children per fixed play areas provision, and 122 Children per play provision (all types)
- A number of Output Areas show gaps in play provision. Those Wards with the largest gaps relative to the number of children are Todmorden, Calder, Park, Hipperholme & Lightcliffe, Brighouse, Ryburn

Map number 1 in Appendix 7 shows the distribution of Play Provision (all types) mapped against the location of concentrations of children aged 0 to 19 years. The gaps in play provision can be easily identifiable where play provision does not meet child population.

The following table number 4 shows an example of the number of children and young people in Wards identified as having gaps in play provision.

Ward	Location	Outputs Area Breakdown (Census 2004 Data) by Age				
		0 to 4	5 to 9	10 to 14	15-19	Total
Todmorden	Cornholme	49	64	54	36	203
Todmorden	Lydgate	21	29	38	26	114
Calder	Eastwood	33	43	40	23	139
Park	King Cross (Northerly)	109	107	97	72	385
Hipperholme & Lightcliffe	Hipperholme x-roads	51	63	76	58	248
Hipperholme & Lightcliffe	Hove Edge	26	21	22	12	81
Hipperholme & Lightcliffe	Stoney Lane Estate	53	54	73	56	236
Brighouse	Highmoor Crescent Estate	18	28	25	19	90
Ryburn	Broadway (Sowerby)	21	32	39	40	132
	Totals	381	441	464	342	

Table 5 below shows the overall number of children and young people by those Wards identified as having gaps in play provision.

Ward by Age	0 to 4	5 to 9	10 to 14	15-19	Total
Todmorden	634	707	776	678	2795
Calder	491	619	687	563	2360
Park	1410	1309	1197	1262	5178
Hipperholme & Lightcliffe	517	548	681	519	2265
Brighouse	566	669	628	584	2447
Ryburn	511	577	673	586	2347

The full mapping results can be found in Appendix 7.

5. Consultation

Consulting with children and young people is paramount in developing play provision in order to ensure that is appropriate and realistic for their needs. The views of children, young people, parents and professionals in Calderdale has been essential in identifying areas of poor or under provision, and for planning new provision. Different methods of consultation have been used to ensure that a wide age range, different cultures and needs have been taken into account. The results from the consultation have been fundamental in shaping future plans particularly in developing play opportunities that are appropriate to different abilities, ages and interests of children and young people in Calderdale.

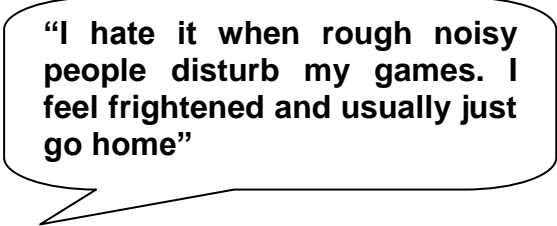
The findings from the consultation identify numerous barriers to accessing play, both by children and their parents. Many of these are reflected in research across the country. Children in Calderdale cited a lack of tolerance from adults when playing outdoors, the perception being that children are ‘up to no good’. When asked ‘what spoils your play?’, one child stated, **“My next door neighbour tells me off for playing in the street, and that spoils my play”**. More alarmingly, another child reported that, **“I play in a field and if an old lady sees us on the field she will threaten us with a knife, but she doesn’t really hurt us”**.

“We had a tree swing, and a woman came and chopped it down. Do you think that’s fair?”

Contrastingly, Calderdale’s Children and Young People’s Plan states that the risk of being a victim of violent crime is the highest for children and young people. Children raised fears of bullying, ‘druggies’ and crimes against them as strong factors in limiting their experience of positive play.



“Older boys spoil my play because they bully me”



“I hate it when rough noisy people disturb my games. I feel frightened and usually just go home”

Lack of appropriate play spaces was also identified as a contributory factor. Children raised issues around the amount of dog dirt and litter in their local parks and play areas. Some parents felt that their local parks were run down, equipment had little play value, or were simply unsafe places to play.

“I would like to not feel worried every time my children go out of the house to play and know that they’re safe”.

“Sometimes I get annoyed when there aren’t any nets between the goal posts and you have to go miles to fetch the ball. It gets spoiled when there’s dog dirt all over the place and you step in it. Sometimes it’s annoying when dogs come up to you and you have to stop the game so they don’t chase the ball”

"I don't like playing where there is a lot of litter like broken glass, and cans or dog dirt"

Calderdale resident, age 9

"I play at the cricket pitch. It's always very icy. There isn't hardly anywhere near my house to play"

Calderdale resident, age 11

5.1 Talkback Consultation – Parks and Open Spaces March 2004 and May 2005

The Council's Talkback panel is recruited by mailshot from names randomly selected from the Electoral Register and is refreshed every two to three years. Opinions are sought on a wide range of Council services by postal questionnaire and then are fed back via a newsletter.

The results from this survey indicated that 86% of respondents identified themselves as a user of the parks and open spaces in Calderdale, with a total of 99% of people considering them to be either very important or quite important. When asked what was perceived to be the main benefits of parks and open spaces, the most popular answer was children play areas at 54%.

Subsequent consultation carried out in Talkback for the Open Space, Sport and Recreation strategy considered how far and by which means people are prepared to travel to visit parks and open spaces in Calderdale. Over 40% of respondents are willing to take up to a 15 minutes walk to visit small local children's play areas and local parks. Large parks and large children's play areas are the two most popular facilities that people are willing to travel up to 30 minutes by transport to visit.

5.2 Inclusive Play and Access to Leisure consultation 2004

The Calderdale Parent and Carers Council (CPCC) is a parent-led organisation made up of parents of disabled children and children with Special Educational Needs. The organisation began in September 2001 and aims to improve the lives of families and disabled children in Calderdale by listening to parents' issues and working with them and service providers to create new ideas and make change happen.

In February 2004 the CPCC organised a very successful day called "All Together Now" for disabled children and young people. It brought people together to work towards a commitment to including disabled children into Leisure activities. Over 700 children, young people, friends and family attended the day. One of the aims was to ask parents of disabled children in Calderdale their views on how their kids were able to access local leisure facilities. A total of 200 questionnaires were distributed and 60 were completed and returned.

One of the questions asked parents whether their child had access to a club in Calderdale, of which 58% said they didn't. The reasons given were because of

isolation, activities not being appropriate, or their child being unable to cope with group situations. When asked what parents would like their children to have available in order to enjoy local activities; school holiday clubs, more information and a greater range of provision were all considered to be important. Trained staff and outreach / inclusion workers were also highlighted as important by families.

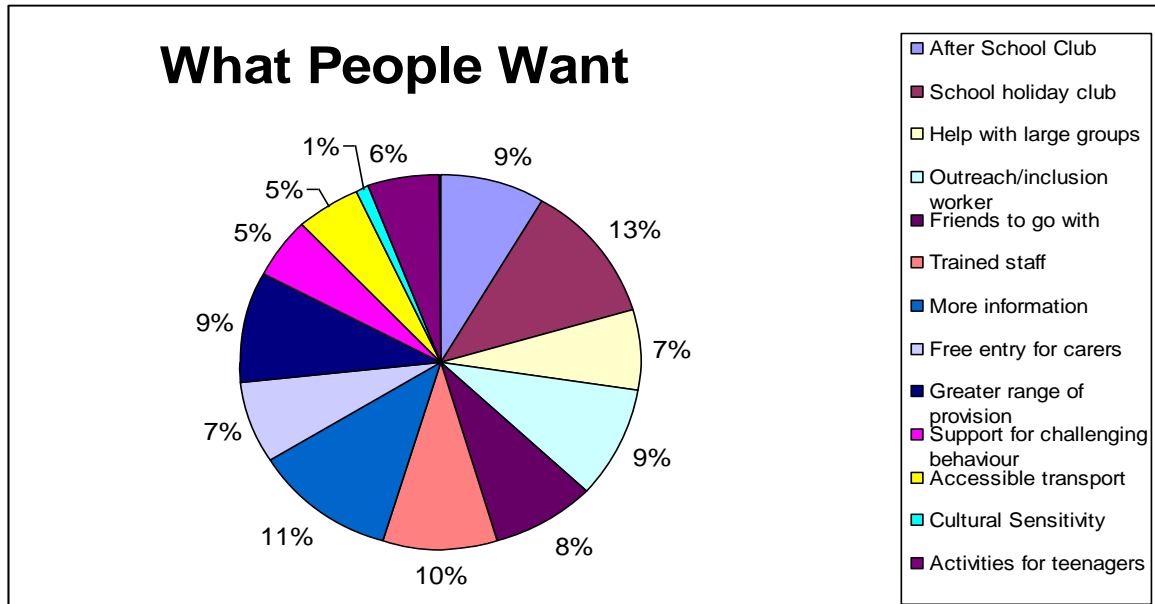


Chart 2 what would make it easier to enjoy activities

Families were asked what activities they would like to have available within their leisure clubs. A total of 36% replied that dancing and drama was a primary priority, 32% said that their children would enjoy play and social activities and 23% mentioned sport.

5.3 Young People First consultation May 2005

This project consulted around a number of themes that were identified by the Children and Young People's Participation Partnership from a 1997 study of the same name. Using the 1997 Young People First consultation as a baseline, the 2005 project intended to draw upon any changes in opinion and progress made on those issues originally identified. The results helped to inform the Children and Young People's Plan. An action plan has also been drafted to address the key issues.

The methodology was a mixture of focus groups and a questionnaire. The focus groups were run by a trained facilitator and split down into the following ages:

- 2 groups of 8 to 11 year olds
- 2 groups of 11 to 14 year olds
- 1 group of 15 to 19 year olds

The majority of the young people attending a focus group also belonged to a youth club.

The second part of the consultation involved distributing a questionnaire around youth clubs, schools and voluntary sector organisations. A total of 1,000 young people completed the questionnaire, which was based upon the opinions expressed in the focus groups.

The top priority that came out of the consultation for children and young people in Calderdale was that they wanted more play equipment in parks and green spaces away from roads. The second priority was a request for more activities in youth clubs and youth centres including trips and residential. Those children that already regularly attended clubs or after school activities chose their top priority as 'facilities for ice-skating, 10 pin bowling, Go Karting and climbing'. These groups also gave preference to 'more summer holiday play schemes and after school clubs'. A total of 77.6% of questionnaire respondents agreed that 'if more things were free or had smaller entrance fees, we would use them more'.

5.4 Play Strategy consultation February and March 2007

After reviewing previous consultation to assess the relevance to play provision for children and young people, a number of gaps were highlighted that required addressing. Much of the past consultation was not directly targeted around play need and therefore further work was required to obtain information to help inform the action plan. A sub group of the Play Initiative steering group was established to address the development of a consultation plan. As a result, consultation was carried out with children and young people and parents.

Consultation with children and young people

The consultation was carried out during February half term 2007 with open access schemes, nursery provision and in sessions after and during school. The consultation was done through activity and play sessions with the following groups:

Asian Girls group at Queens Road Centre
Brownie and Cubs groups
Calderdale Young Carers
Disabled Youth Forum
Eureka! Nursery, Holiday Club and Museum
Halifax Youth Works, YMCA
Jubilee and Innovations Children Centres
Local schools through the extended school co-ordinators
Looked after children (LACE)
Open access provision during holidays and after school by The Play Services
Positive Activities for Young People provision
Voluntary led provision at The Acorn Centre, Todmorden
Youth Parliament

The groups included children and young people between the ages of 0 to 19 from a wide geographical area. A series of questions were developed to ascertain current play provision and to identify gaps and future play needs. The same questions were used with each group but the methodology and terminology varied according to the ages and abilities of the children and young people.

1. Where do you play?
2. Where would you like to hang out / play?
3. When do you play?
4. Who do you play with?
5. What do you play?
6. What would you like to do?
7. How do you feel when you play?
8. What makes your play fun?
9. What spoils your play?
10. What would make your play better?

Due to the wide age range and abilities of the children and young people that took part, various methods were used. Play workers and other professionals used the above questions as a guideline to produce the findings through art activities, 'thought books', discussion groups, video diaries and photography. Cue words and pictures were displayed at the sessions, with consideration given to not 'leading' on the answers but rather to create an environment that engaged children in thinking about their play. Findings were then collated and produced in a summary report.



Results

A total of 313 children and young people took part in the consultation. The breakdown for the different age groups and the number of responses is as follows:

Age 0 to 5	= 19
Age 5 to 11	= 178
Age 11 to 16	= 112
Age 16 to 19	= 4

Some questions received over 60 different responses, so the findings have been summarised by the top most popular responses. The key findings from the consultation are as follows:

- 20% play at home followed by 19% who say that they play in the park
- A total of 20% would like to hang out or play in the park
- 20% play after school and 19% play at weekends
- 60% play with friends, 36% with family and 4% with their pets



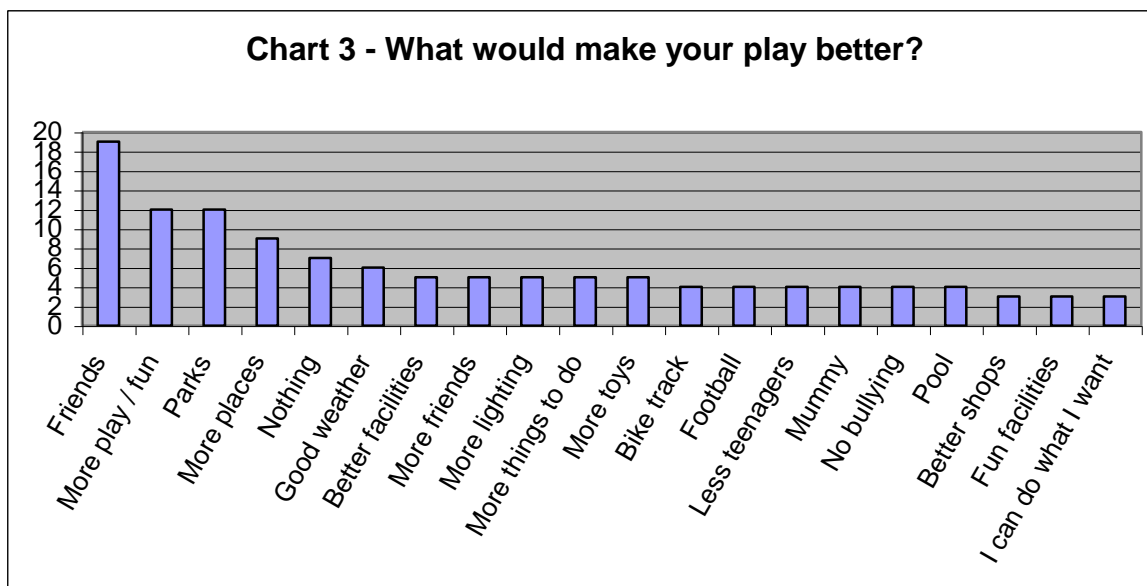
"I am 10 years old and I play with Tom, Josh, Callum and Kyle. I play at 10 to 11 o'clock and a quarter to 1. I play football with a tennis ball. I would like to drive a Ferrari. I feel tired, fresh and good when I play it's fun kicking things"

Calderdale resident, age 10

- Football was one of the more popular games to play accounting for 13% of all responses. A total of 17% said that they would like to play football given the choice
- 47% said that they feel happy when they play followed by 12% who said that they feel good
- 49% said that their friends made their play fun whilst 16% said that bullies spoil their play

"A lot of the time I go on the park with my friends. The park is OK but sometimes it gets a bit boring. Sometimes we go to each other's houses or down Hebden. When I have a lot of money I go to Halifax with my mates. Would like better stuff on park so we don't get bored"

Calderdale resident, Dodnaze Community Centre



A full analysis of the consultation can be found in Appendix 8.

Consultation with parents

A questionnaire was designed for completion by parents and was circulated through local schools and organisations across Calderdale. A total of 3000 were distributed with a response rate of 612 (20.4% return). Distribution was through 16 Primary schools, 2 Secondary schools (one catering for additional needs), 3 community centres and the Calderdale Parent and Carers Council. The schools chosen reflected a fair representation of the diversity of Calderdale; areas of rural isolation, social deprivation; high priority wards of Calderdale, BME areas, and representation from parents of children with additional needs.

A copy of the questionnaire can be found in Appendix 9.

The key findings from the questionnaires is as follows:

- When asked where their children mainly played, 17% of parents stated that their children played mostly at home, followed by 16% at the park.

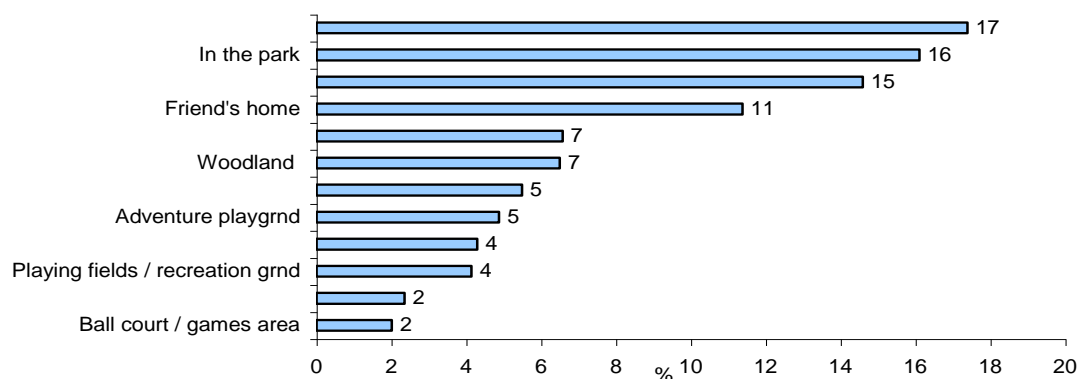


Chart 4 - Where children most enjoy playing when not at school

- For 43% of respondents it takes less than 5 minutes to get to their favourite play space followed by 42% 5-15minutes
- 67% walk to their favourite play space and 25% travel by car
- 60% of children go to their favourite play space with their parents
- 31% of respondents accompany their children because they are too young to go alone. 22% are worried about stranger danger and 18% are worried about road safety
- 62% said they don't think there are enough play and recreation facilities in their local neighbourhood

“There should be more play areas for children after school like after school clubs but that can cater for children until 7 or 8pm, this will stop children roaming the streets”

“skateboard and cycling facilities off and away from roads would be a bonus, also youth clubs for 12-15 year olds”

- 27% of respondents feel that the 12 to 15 year age group is less well catered for, followed by the 5 to 11 age group

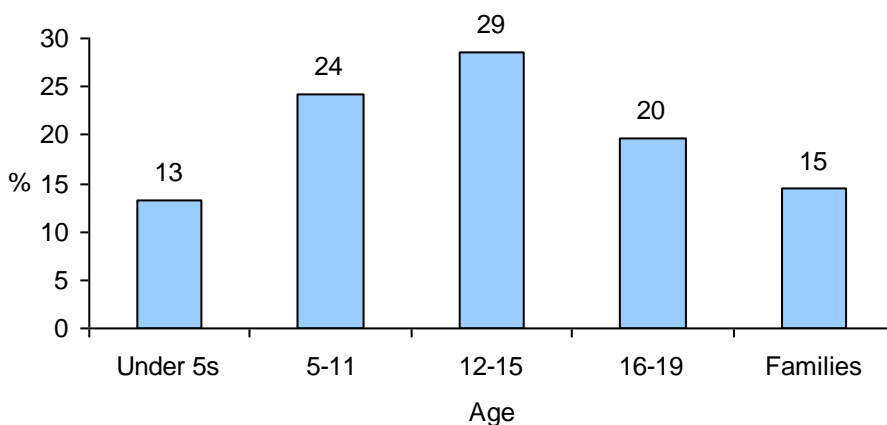


Chart 5 - The age groups that parents feel are less well catered for

A series of statements were provided within the questionnaire to gauge parents' opinions on children and young peoples' play. Chart 6 below shows the results.

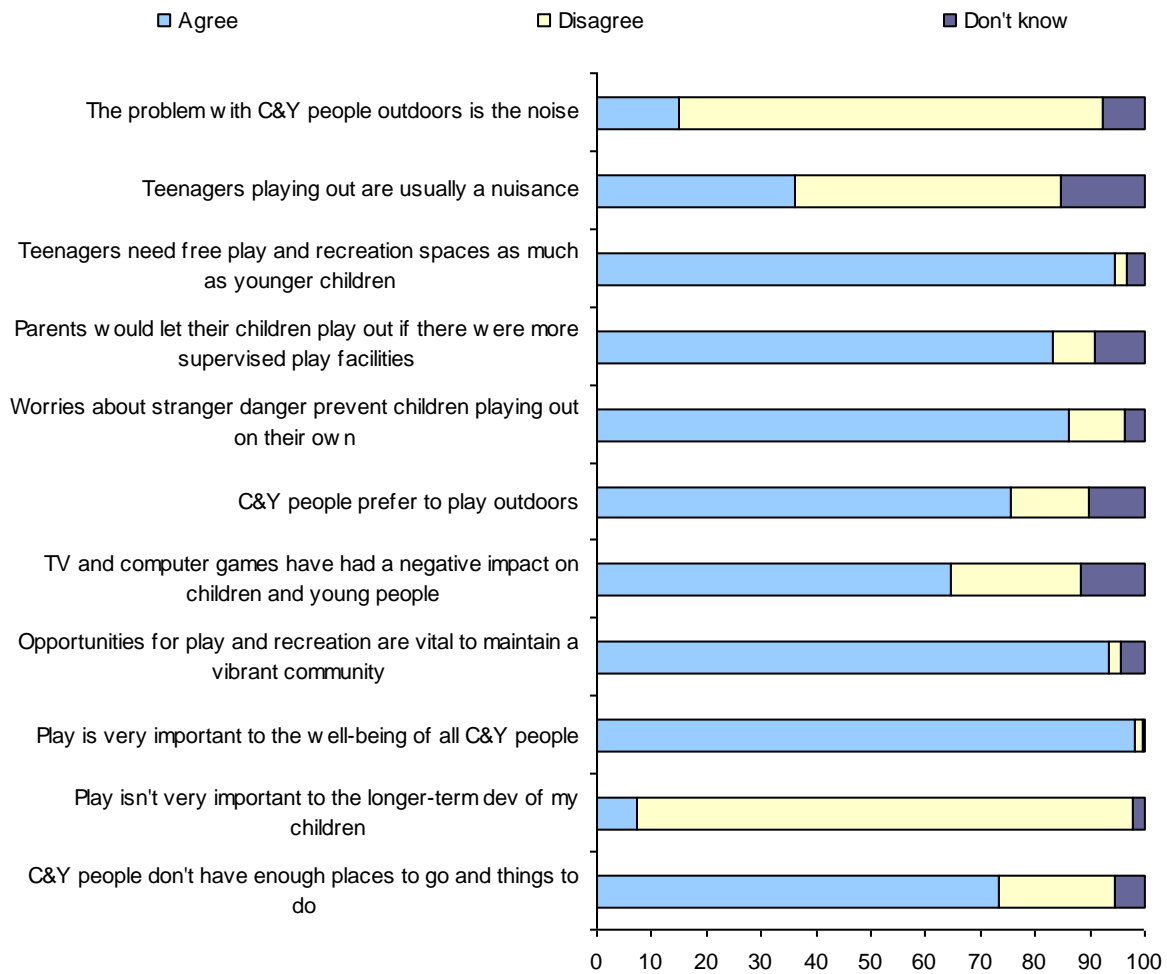


Chart 6 What is your view of the following statements about play?

A full analysis of this consultation can be found in Appendix 10.

6. Quality Assurance

Calderdale Council is committed to improving its workforce and business processes. The Council has a quarterly monitoring system for performance management information, which feeds through into the Local Area Agreement. There are a number of quality assurance systems in place that are used to improve the quality of play provision. The Parks service is accredited with ISO 9001 (2000) for management processes and has achieved three Green Flag Awards in 2007. The Open Space strategy uses the framework of PPG17 to establish standards including those for the provision for children and young people. Each of the 124 fixed play areas in Calderdale has an annual independent inspection by a play specialist rating them for safety, quality and play value according to NPFA criteria. The Youth service is working to the Youth Service Quality Mark as developed by the National Youth Agency.

The Council is accredited with Investors in People status and each member of staff has an annual performance appraisal that identifies their objectives, training and development needs. The Play Service is working towards a personal development plan for all play workers. Play is spontaneous and although play workers have a degree of planning in their role, children need to be at the heart of it. A play worker's role is very much that of a facilitator as opposed to controlling play opportunities. Their level of intervention is low, supporting rather than directing play thus allowing children to make their own choices. A play worker needs to recognise 'play cues' meaning when children are requesting adult involvement, and to act accordingly keeping a balance of intervention and free choice.

Play workers are often seen as alternative role models to children, often acting as confidants. They can also build positive relationships with parents and carers, this is often particularly important to children and families living in socially and economically deprived areas. Their role is to create appropriate environments that maximise opportunities for a wide and varied range of play experiences. Whilst understanding the need for safety, they should provide an element of risk through their judgement and understanding of what is unacceptable / acceptable risk taking.

Play workers are able to advocate the need to play; where children and young people playing in public spaces are often seen as displaying anti social behaviour, the play workers role is to positively challenge misconceptions. By actively engaging in play through their surroundings, children learn about their environment. A rich play environment should offer a wide range of choices allowing children to invent and extend their own play.

The Play strategy will be reviewed annually by the Play partnership with a comprehensive review every five years. A number of actions have been identified by the partnership to improve quality of play provision. These actions are as follows:

- Identify different and appropriate quality assurance schemes
- Develop a programme of Continual Professional Development in order to meet the quality standards
- Develop and promote quality kite marks / standards
- Develop a mechanism for sampling a range of provision with regard to quality, benefit and impact for the end user

The Calderdale play partnership endorses the seven 'Best Play' objectives (What play provision should do for children, National Playing Fields Association 2000), and the Skills Active guide to successful workforce development planning in play work.

7. Action Plan

7.1 Monitoring and evaluation

The Play strategy will be reviewed annually with an overall revision every 5 years. Information will be continuously collated as issues arise in preparation for the annual review. A quarterly evaluation of the action plan will be carried out by the Play Partnership and amended according to progress. Through consultation, professional feedback, ongoing quantity and quality audit information, the strategy will be monitored for effectiveness and direction.

7. Children's Play Strategy - Action Plan

Objective 1 - We believe that play is important to all children and young people and we will work to ensure that provision meets local need, reducing barriers and encouraging the participation of children and young people when planning for play.

Action	Who By	By When	How we will Measure	Links to Strategies & Plans
1. Play is included in the Futures Plan / Community Strategy	J Bates Parks & Streetscene	Jun 09	Yes / No	CPA / LAA / CYPP
2. Play is considered in the LAA Review Oct / Nov 2007	J Bates Parks & Streetscene	Oct / Nov 07	Yes / No	CPA / Corporate Plan / CYPP
3. Play is included in the Children & Young People's Plan. Form link with Play Strategy	J Bates Parks & Streetscene	Jun 08	Yes / No	Futures Plan / LAA / CPA
4. 100% of new play projects will include the participation of children and young people in the planning and delivery process	J Heyes Commissioning & Partnerships	Apr 08	Work in partnership with participation project	CYPP / Participation Strategy / DCYP
5. Consultation, amalgamation of information and data on play providers & existing provision	K Squillino Commissioning & Partnerships	Jun 08	Check completed data base	CYPP
6. To produce a child friendly version of the play strategy	J Heyes Commissioning & Partnerships	Jun 09	Published version	CYPP / Participation Strategy / DCYP

Objective 2 – Play opportunities in Calderdale will be freely accessible and inclusive to all, free of cost and freely chosen by the individual, providing opportunities for supervised and unsupervised play.

Action	Who By	By When	How we will Measure	Links to Strategies & Plans
1. All children and young people have access to information available to them	Anne Scarborough - Family Support Service	Mar 09	Work in partnership with participation project re: texts. Establishment and delivery of communication strategy for children and young people in Calderdale	CYPP / Participation Strategy / DCYP
2. Play is considered in all new planning applications	J Bates Parks & Streetscene	Mar 09	We influence planning policy in relation to play. Record the number of planning apps where play is considered	OSSR / UDP / LAA
3. Establish strategy to safer routes to play	J Bates Parks & Streetscene / Road Safety Rep.	Mar 09	Strategy in place	OSSR / UDP / LAA
4. All children and young people have access to a choice of free play facilities	Play Partnership	2010	Carry out an annual audit of children and young people's activities out of school hours	Play Strategy / CYPP
5. To increase participation by 30% of disabled and hard to reach groups of children and young people	Play Partnership	2010	Work in partnership with Parents and Carers Council & Access to Leisure. Audit of neighbourhood profiles	DCYP / PS Participation Strategy / Play Strategy / CYPP

Action (Objective 2)	Who By	By When	How we will Measure	Links to Strategies & Plans
6. To increase inclusive facilities and activities by 50%	Play Partnership	2010	Work in partnership with Parents and Carers Council & Access to Leisure. Audit of neighbourhood profiles	DCYP / CYPP Participation Strategy / Play Strategy
7. All Local Authority existing and new play projects to be inclusive	Play Partnership	Sep 2011	Check list & audit	DCYP / CYPP Participation Strategy / Play Strategy
8. Six awareness raising events on the importance of inclusion, two per year from 2008	Play Partnership	Jul 2010	Evaluation of events	DCYP / CYPP Participation Strategy / Play Strategy

Objective 3 – We will seek to promote positive attitudes towards children and young people at play.

Action	Who By	By When	How we will Measure	Links to Strategies & Plans
1. Reduction in people's perceptions on anti social behaviour (using the seven issues stated in the ASB strategy)	J Thornton - Community Safety / Police	Mar 08	Meeting the seven issues in the Anti Social Behaviour strategy	PS / LAA (SSC14)
2. Reduce anti social activity by children and young people by 3%	J Thornton - Community Safety / Police	2010	Work alongside the Youth Offending Team / Youth Justice Team	PS / LAA
3. Establish a roll out of seminars / events for community partners	Play Partnership	Sep 08	Establish and deliver	Play Strategy / Participation Strategy
4. Identify suitable children and young people's ambassadors within Calderdale	Young People's Service	Sep 08	Nominations from youth groups, number of ambassadors, number of complaints	Play Strategy / Participation Strategy / CYPP

Objective 4 – We will establish local standards for play provision both in terms of quantity and quality.

Action	Who By	By When	How we will Measure	Links to Strategies & Plans
1. Identify the options of different and appropriate quality assurance schemes	Play Partnership	Jun 08	Number and recommendation	CYPP / IIP
2. Develop a programme of Continual Professional Development in order to meet the quality standards	L Ball Family Services / D Brooks Activity & Community Dev. J Greenwood Learning Services	Apr 09	Skills active toolkit and the number of kite marks provided	CYPP / IIP
3. Develop and promote local quantity and quality standards	L Ball Family Services Play Partnership	2010	New projects use the local quality standards	CYPP
4. Develop a mechanism for sampling a range of provision with regard to quality, benefit and impact for the end user	L Ball Family Services Play Partnership	Sep 08	Pilot as part of the local quality standards	CYPP / OSSR

Key

LAA	Local Area Agreement
CYPP	Children and Young People Plan
DCYP	Disabled Children and Young People's Strategy
OSSR	Open Space Sport and Recreation Strategy
CS	Safer Communities Strategy
UDP	Unitary Development Plane
PS	Preventative Strategy
IIP	Investors in People