



SEND & Inclusive Play.



Different needs. Shared adventures.
Experiences families choose to return to.



OUR PROMISE.

Experience that performs.

Great inclusive play starts with understanding what people need - and turns that understanding into places SEND families choose to return to.

STRATEGIC NEEDS

Project goals, intended users, available space, budget, timescale and operational requirements.

UNDERSTAND NEEDS

Evidence, Lived Experience and Operational Insight — understanding community needs, existing provision and unmet demand.

DEFINE & AGREE

Turn strategic requirements and identified needs into a clear, agreed project brief and measures of success.

DRAFT DESIGN

Translate the agreed brief into an initial inclusive-play concept.

TEST

Review the proposed experience with relevant stakeholders and intended users, where appropriate.

FINAL DESIGN

Refine and agree the play environment, provision and experience.

DELIVER

Manufacture, install and commission.

REVIEW

Understand how the provision is working in practice and identify opportunities to improve.



UK MANUFACTURER
Designed & manufactured in our own UK facility



20+ YEARS
Established, stable, and dependable



500+ SITE INSTALLS
Proven record in UK leisure centres



FROM IDEA TO OPENING DAY
One partner from concept to opening



BREADTH OF SOLUTION
Sensory, Soft Play, Physical & Gamified

OUR APPROACH.

Every child should have the opportunity to play, participate and belong.

At Play Revolution, great indoor play should be exciting, engaging and rewarding, while enabling children with different physical, sensory, cognitive, communication and emotional needs to participate alongside their families and peers.

Our aim is not simply to make play accessible. It is to create experiences in which more children can play together.

1

MORE THAN ACCESS

The whole journey matters: arrival, understanding, navigation, communication, participation and regulation.

2

EXCITEMENT STAYS

Inclusive design should not remove challenge. Some children feel most comfortable with predictability and calm; others come alive through movement, speed, height and stimulation.

3

CHOICE UNLOCKS PLAY

Active and calm. Individual and social. Challenging and reassuring. Space to step away and the confidence to return.



UNDERSTANDING SEND.

There is no single SEND user – and no single design solution.

Needs may overlap, and many are not visible.

Two children with the same diagnosis may experience exactly the same environment very differently.

Inclusive design is not only about physical or wheelchair access. A child may be physically able to enter, yet unable to participate because of sensory, communication, cognitive or emotional barriers.

More colour, light and sound is not automatically more inclusive; behaviour may communicate anxiety or overload; and physical disability does not mean physical inactivity. **Inclusive design begins by understanding the child, rather than expecting the child to adapt to the environment.**

COMMUNICATION & INTERACTION

How a child understands, expresses needs, connects and takes part.

PHYSICAL & SENSORY

How a child moves and experiences sound, light, touch, balance and space.

COGNITION & LEARNING

How information is processed, remembered, sequenced and applied.

SOCIAL, EMOTIONAL & MENTAL HEALTH

How safety, predictability, confidence and regulation shape participation.



UNDERSTANDING NEEDS & BARRIERS.

Listen first. Design second.

We do not begin with a predetermined SEND package or a standard list of equipment. Together, we identify what works, what prevents participation, where anxiety or sensory overload occurs, what children value and what gives families the confidence to return.

EVIDENCE

Using data to understand the local SEND population, existing provision and unmet demand.

LIVED EXPERIENCE

Consultation with children and young people with SEND, parents and carers, schools and SEND organisations.

OPERATIONAL INSIGHT

Family Hubs, local authority teams, operators and the frontline staff who support every visit tell us what works in practice.

The objective isn't simply to count potential users, but to understand who they are, how needs differ, and where existing provision falls short.



THE WHOLE EXPERIENCE.

A great play session starts before anyone enters the play space.

Some elements may sit outside Play Revolution's direct scope, but all should form part of the wider inclusive conversation. The measure of inclusion is not simply whether a family can visit. It is whether they want to stay and come back.

01

BEFORE THE VISIT

Accessible information, photographs, visual guides and a clear account of what to expect.

02

ARRIVAL

Clear signage, predictable routes, and considered queues, noise and stimulation.

03

CHANGING & TOILETS

Appropriate accessible and family facilities that remove a fundamental barrier.

04

TRANSITIONS

Visual cues and predictable journeys between spaces, activities and levels of stimulation. Step-away spaces.

05

SAFETY & SUPERVISION

Good sightlines and secure but non-institutional environments.

06

THE WHOLE FAMILY

Room for carers, siblings, specialist buggies, mobility equipment, storage and shared play.



PLAY THROUGH DIFFERENT AGES AND ABILITIES.

Age helps inform great play design, but it does not define ability, development or individual need.

Children's interests, capabilities and ways of participating change as they grow and develop. However, children of the same chronological age may experience play very differently.

Physical, sensory, cognitive, communication and emotional needs can influence how a child participates, what they enjoy and what support they may need.

Inclusive play therefore considers **age, ability, development and individual need together** – and uses that understanding to shape **the type and mix of play provision**, creating different ways for children and young people to participate in great play.

AGES AND ABILITIES

Early Years 0-4 • Children 5-8 • Older Children,
Young People & Young Adults

PLAY PROVISION

Sensory Play • Role Play • Physical & Soft Play
• Interactive / Gamified Play



INCLUSIVE PLAY SHOULD DEVELOP AS CHILDREN DO.

Early years 0-4.

Our approach is informed by the Early Years Foundation Stage – particularly communication and language; physical development; and personal, social and emotional development. The emphasis is on choice, confidence and growing independence – active and calm, physical and sensory, individual and social, independent and supported.

EXPLORE

Movement, crawling, climbing and physical exploration help develop gross motor skills, balance, coordination and confidence.

REGULATE

Calmer spaces, sensory experiences and predictable environments can support emotional regulation and different sensory needs.

DISCOVER

Tactile, sensory and cause-and-effect play encourages curiosity, fine motor development, problem-solving and early learning.

GROW

Play builds confidence and independence, with opportunities to make choices, try new experiences and develop at an individual pace.

COMMUNICATE

Shared play creates opportunities for language, social interaction, turn-taking and playing alongside or with others.



INCLUSIVE PLAY.

Children 5–8.

CHALLENGE

Increasing physical challenge helps develop strength, balance, coordination, agility and confidence.

CONNECT

Shared experiences create opportunities for co-operation, turn-taking, communication, teamwork and friendship.

ACHIEVE

Opportunities to practise, progress and succeed help build confidence, resilience and growing independence.

SOLVE

Play encourages children to think, experiment, make decisions and solve problems, independently and with others.

CHOOSE

Different routes, activities and levels of challenge allow children to make choices and participate in ways that work for them.



INCLUSIVE PLAY.

Older children, young people & young adults.

For older children, young people and young adults with SEND, chronological age alone may not determine the play and leisure experiences they enjoy or benefit from.

Provision should consider ability, developmental stage, physical size and needs, communication and sensory needs, interests and individual preference, while providing age-appropriate opportunities for challenge, participation and enjoyment.

PHYSICAL & CHALLENGING

Larger-scale, robust play with appropriate physical challenge, accessible routes and different ways to participate.

SENSORY & REGULATING

Sensory experiences and calmer spaces that can provide engagement, controlled sensory input or opportunities to regulate.

INTERACTIVE & ENGAGING

Interactive and gamified experiences offering choice, problem-solving, progression, achievement and individual or shared participation.

SOCIAL & PARTICIPATIVE

Opportunities to participate individually, alongside others or as part of shared play and leisure experiences.

Depending on the provision and user group, managed or supervised sessions may support safe, comfortable and appropriate access.



Sensory play.

WHAT IS IT?

A sensory room is a **dedicated, carefully designed space within the wider indoor play offering**, combining sensory experiences with a soft, comfortable physical environment.

Light, sound, colour, touch, texture and interactive features can be combined with **soft flooring and wall finishes, soft-play elements, rocking and movement** to create different forms and levels of sensory experience.

Importantly, **a sensory room does not have one purpose**. The environment and level of stimulation can be adapted around the individual and what they need at that time.

WHO IS IT FOR?

Sensory provision can support **children and young people across different ages, abilities and needs**.

For babies and younger children, sensory rooms can support early exploration and development. For other children and young people, including those who may find busy or highly stimulating environments overwhelming, the same type of space can provide a very different experience.

Sensory provision is therefore not defined by a particular age or diagnosis, but by the needs of the individual.



Sensory play.

The same sensory environment can stimulate one child, engage another and provide calm or regulation for another.

Where provision serves users of significantly different ages and physical sizes, managed or supervised sessions may sometimes be appropriate.



WHAT CAN IT ACHIEVE?

STIMULATE & DEVELOP

Supporting early development and discovery through light, sound, colour, touch, texture and movement.

ENGAGE & EXPLORE

Interactive and cause-and-effect experiences that encourage curiosity, choice and participation.

CALM & REGULATE

A quieter, controlled sensory environment can provide appropriate sensory input and space to step away from overstimulation, regulate and re-engage when ready.



Role play.

WHAT IS IT?

Role play creates **immersive, recognisable environments where children can explore everyday situations and imaginary worlds through open-ended play.**

Shops, cafés, homes, garages, construction areas and other familiar settings provide the backdrop — but children decide what happens within them, creating their own stories, characters and ways to play.

WHO IS IT FOR?

Role play environments are typically designed in **scale and content for younger children, generally up to around age seven**, while recognising that ability, development and individual interests vary.

The open-ended nature of role play allows children to engage independently, alongside others or through shared play, according to their confidence, communication and social preferences.



Role play.

WHAT DOES IT ENABLE?

IMAGINE & CREATE

Creativity, imagination and storytelling.

COMMUNICATE & INTERACT

Language, communication, turn-taking, co-operation and social interaction.

EXPLORE & UNDERSTAND

Exploring everyday experiences, practising situations and developing understanding of the world.

CHOOSE & PARTICIPATE

Choosing what to do, how to engage and how to participate.

Role play doesn't prescribe one way to play – it creates an environment where children can participate, imagine and interact in their own way.



FACILITY ZONES.

Physical & soft play.

Physical play can take many forms, including soft play, climbing, trampolines, inflatables and other active experiences. The suitability of any activity will depend on the individual child or young person – their ability, developmental and physical needs, confidence and preferences, together with how the activity is designed and managed.

Within this broad range, soft play offers particular opportunities for inclusive play.

Its padded, tactile and adaptable environment can provide a safe, controlled and forgiving space for children to move, explore and challenge themselves in different ways.

Children can crawl, climb, balance, slide, roll, navigate, push, pull and explore, developing physical skills while experiencing different surfaces, textures, shapes and movement.

Good inclusive soft-play design can incorporate different routes, levels and ways to participate, while maintaining the excitement, challenge and freedom that make great play fun.



Why soft play?

MOVE & DEVELOP

Strength, coordination, balance, spatial awareness and physical confidence.

EXPLORE & EXPERIENCE

Physical, tactile and sensory exploration through soft surfaces, textures, shapes and movement.

CHALLENGE & PROGRESS

Opportunities to practise, progress, build confidence and experience achievement.

ACCESS & PARTICIPATE

Different routes, levels and ways to engage can provide more opportunities for children with different physical abilities to access and enjoy the play environment.

DESIGNING FOR THE WHOLE FAMILY

Appropriate space and access can allow older siblings, parents and carers to enter the play environment to join in, assist or guide where needed.

Good sightlines and the proximity of seating and café/refreshment areas can support supervision and help parents/carers remain connected to children playing in different parts of the wider play environment.

Inclusive soft play provides a safe, forgiving environment without removing the excitement, physical challenge and sense of achievement that make great play fun.



CORE OFFERINGS.

Interactive & gamified play.

Interactive and gamified play uses technology, physical activity, challenges and immediate feedback to create engaging experiences where children and young people can react, solve problems, explore and work towards goals.

Experiences can range from simple discovery and exploration through to personal challenges, progression, scoring and competition, depending on the intended users and the type of experience being created.

GAMIFICATION WITHIN SOFT PLAY

Gamification can also be incorporated into a traditional soft-play environment, adding another layer of engagement to the physical play experience.

For younger children, typically up to around age seven, this may be less about competition and scoring and more about exploration and discovery - finding characters, objects or clues as they move through the play environment.

Content can be refreshed through seasonal themes and changing challenges - Christmas, Easter, winter, summer etc. - creating new experiences and reasons to return without changing the physical play environment itself.



WHY CAN IT WORK WELL?

Interactive play can provide experiences that are clear, repeatable and predictable.

Children and young people can understand the challenge, receive immediate visual feedback, repeat an activity and recognise their own progress.

For some users, that combination of clarity, repetition and feedback can make participation particularly engaging and rewarding.

WHAT DOES IT ENABLE?

REACT & ENGAGE

Movement, reaction and interactive challenges.

PROGRESS & ACHIEVE

Practice, improvement, feedback and visible achievement.

THINK & SOLVE

Decision-making, problem-solving and different ways to complete a challenge.

PLAY YOUR WAY

Exploration, personal challenge or competition, with individual, paired or team participation according to the activity and intended users.

Gamification doesn't have to mean competition - it can turn play into exploration, discovery, personal challenge or shared achievement.



INCLUSIVE OPERATION.

Thoughtful design needs thoughtful operation.

Great inclusive design works best when supported by thoughtful operation. The experience families have depends on how the environment is introduced, staffed, adjusted and improved over time. Dedicated SEND sessions should complement, not replace, the ambition to make mainstream play as inclusive as possible.

FLEXIBLE SESSIONS

Quieter or reduced-capacity sessions provide valuable choice.

ADJUSTABLE ENVIRONMENT

Control selected sensory effects where the design allows.

CLEAR COMMUNICATION

Explain what to expect, what can change and what support is available.

STAFF AWARENESS

SEND-aware staff can recognise overload and respond constructively.

REASONABLE ADJUSTMENTS

Build a practical, consistent approach around individual need.

FAMILY FEEDBACK

Listen after opening and use experience to keep improving.





Thank You.



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