

“

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Challenging the norm

(...just trying to achieve a better outcome...)



Department
for Education



sixfootstudio

John Ayres OBE



Liz Edwards



Grand Union
Village School



or highly specified
approach in or out of the classroom.



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Grangewood School



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DfE Process

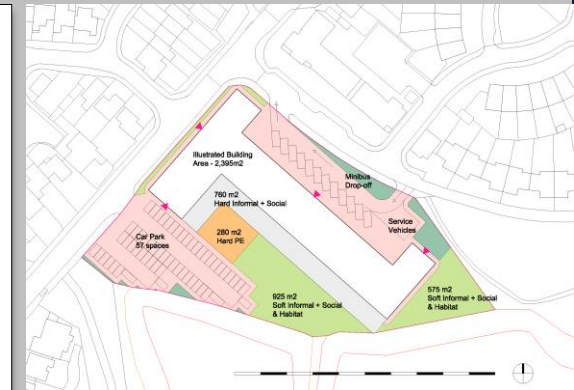
- Feasibility stage – Site Appraisal, School Specific Brief, Schedule of Accommodation, Control Option Diagram
- Concept design & planning normally part of onward procurement process
- Rare case of planning risk permitting / enabling team continuity through design process



sixfootstudio

Site Name	Site Area	Site Address	Site Description
Site 1	100m x 50m	100m x 50m	100m x 50m
Site 2	100m x 50m	100m x 50m	100m x 50m
Site 3	100m x 50m	100m x 50m	100m x 50m
Site 4	100m x 50m	100m x 50m	100m x 50m
Site 5	100m x 50m	100m x 50m	100m x 50m
Site 6	100m x 50m	100m x 50m	100m x 50m
Site 7	100m x 50m	100m x 50m	100m x 50m
Site 8	100m x 50m	100m x 50m	100m x 50m
Site 9	100m x 50m	100m x 50m	100m x 50m
Site 10	100m x 50m	100m x 50m	100m x 50m

Site Name	Site Area	Site Address	Site Description
Site 1	100m x 50m	100m x 50m	100m x 50m
Site 2	100m x 50m	100m x 50m	100m x 50m
Site 3	100m x 50m	100m x 50m	100m x 50m
Site 4	100m x 50m	100m x 50m	100m x 50m
Site 5	100m x 50m	100m x 50m	100m x 50m
Site 6	100m x 50m	100m x 50m	100m x 50m
Site 7	100m x 50m	100m x 50m	100m x 50m
Site 8	100m x 50m	100m x 50m	100m x 50m
Site 9	100m x 50m	100m x 50m	100m x 50m
Site 10	100m x 50m	100m x 50m	100m x 50m



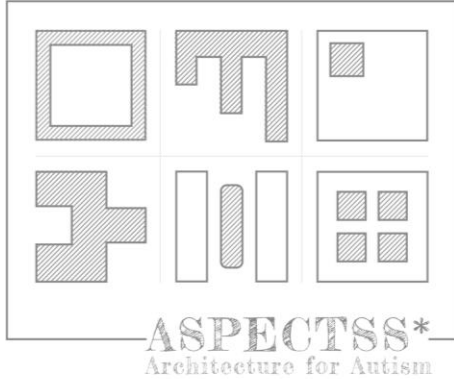
Beginning the dialogue...

- A seasoned operator's insight (and reaction to a feasibility diagram)
- JA / Eden – focus on inclusivity (SLD/ASC – PMLD)
- Frustration with traditional space types / sequencing:-
Corridors, travel distances, transition, dysregulation
- Not passing up an opportunity to innovate (trying to achieve a better outcome)

Control Option Diagram Evolution

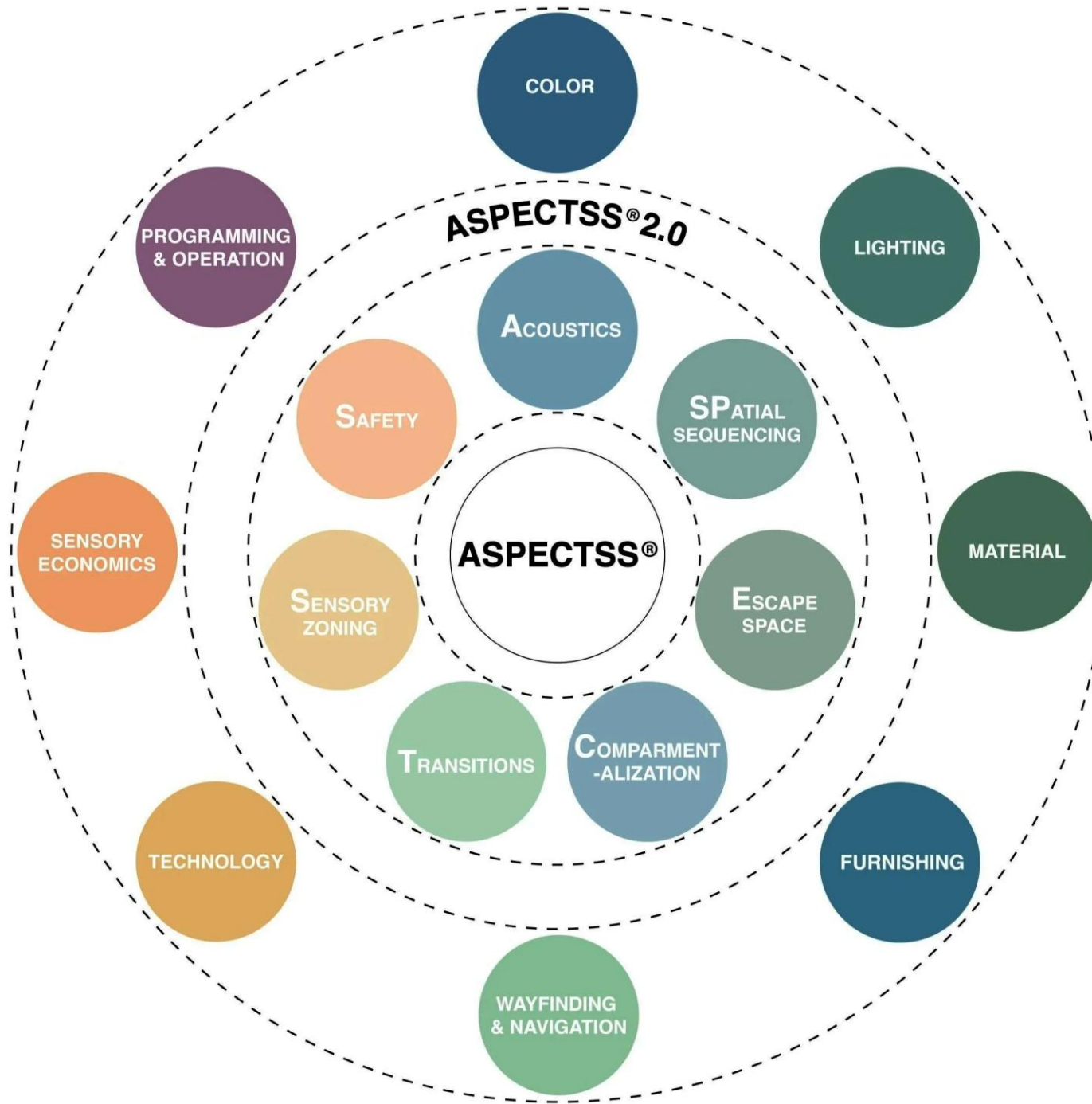


ASPECTSS*



Magda Mostafa

Associate Professor of Design
Department of Architecture
American University of Cairo



Emerging Design Principles

General

- Sensory Zoning (low – medium - high stimulus)
- Space Sequencing
- Legible Transition Zones
- Safe Free Flow Opportunities
- Circulation Redundancy

Particular

- Learning Hubs
- Space Types – Numbers, Sizes, Adjacency
- Family Dining
- Applied Circulation Space
- Escape Spaces

Emerging Design Principles

General

- Sensory Zoning (low – medium - high stimulus)
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Particular

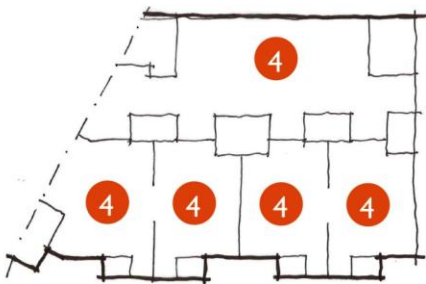
- Learning Hubs
- Space Types – Numbers, Sizes, Adjacency
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- Escape Spaces

Design principles > Particular > **Learning Hubs**

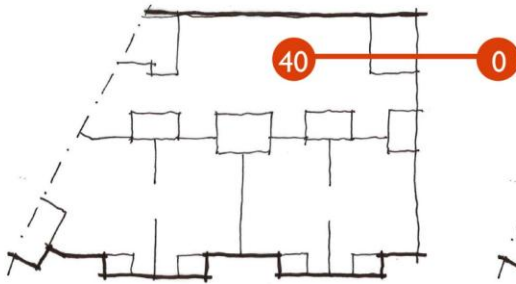
Learning Hub – Example Dispositions

Each hub accommodates 20 pupils:

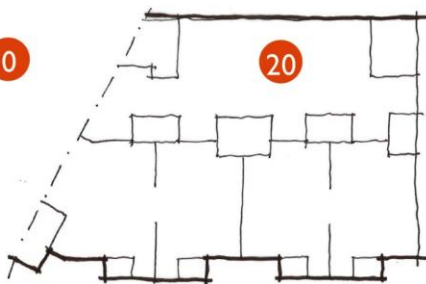
- 1 Hub for Early Years
- 1 Hub for Key Stage 1 (2 years)
- 2 Hubs for Key Stage 2 (4 years)



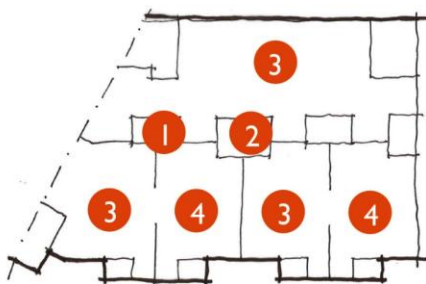
Scenario A
Every cellular Activity Space occupied (separate lessons), open-plan teaching / dining area occupied by one group



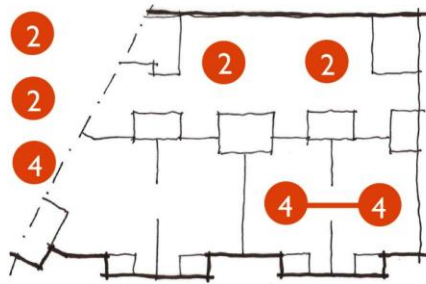
Scenario B
Key Stage Assembly / Event with pupils joining from neighbouring cluster.



Scenario C
Key Stage 1 / Half Key Stage 2 Assembly / Event

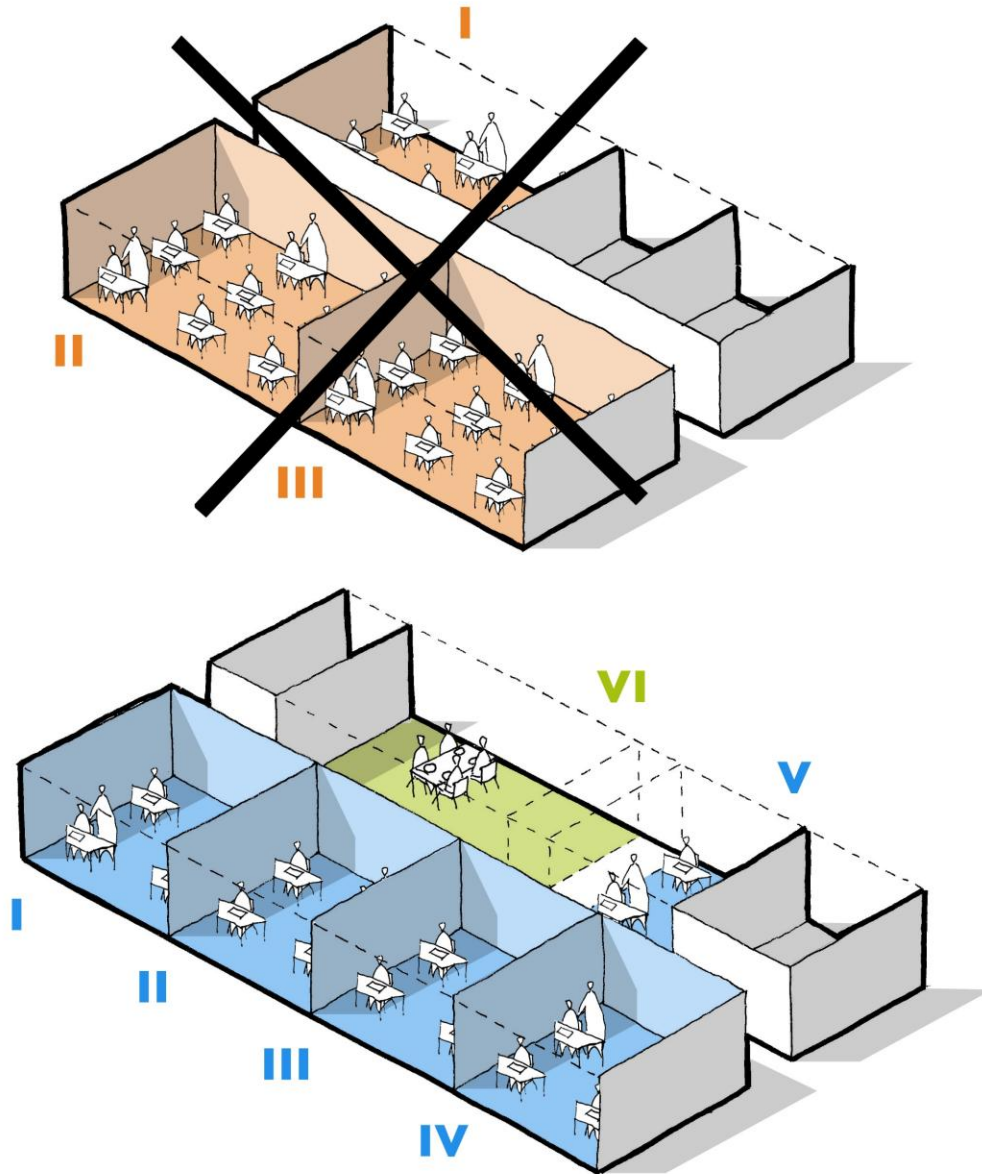


Scenario D
Every Activity Space occupied, Small Group Room occupied, one Quiet Rooms occupied, open-plan teaching/dining occupied

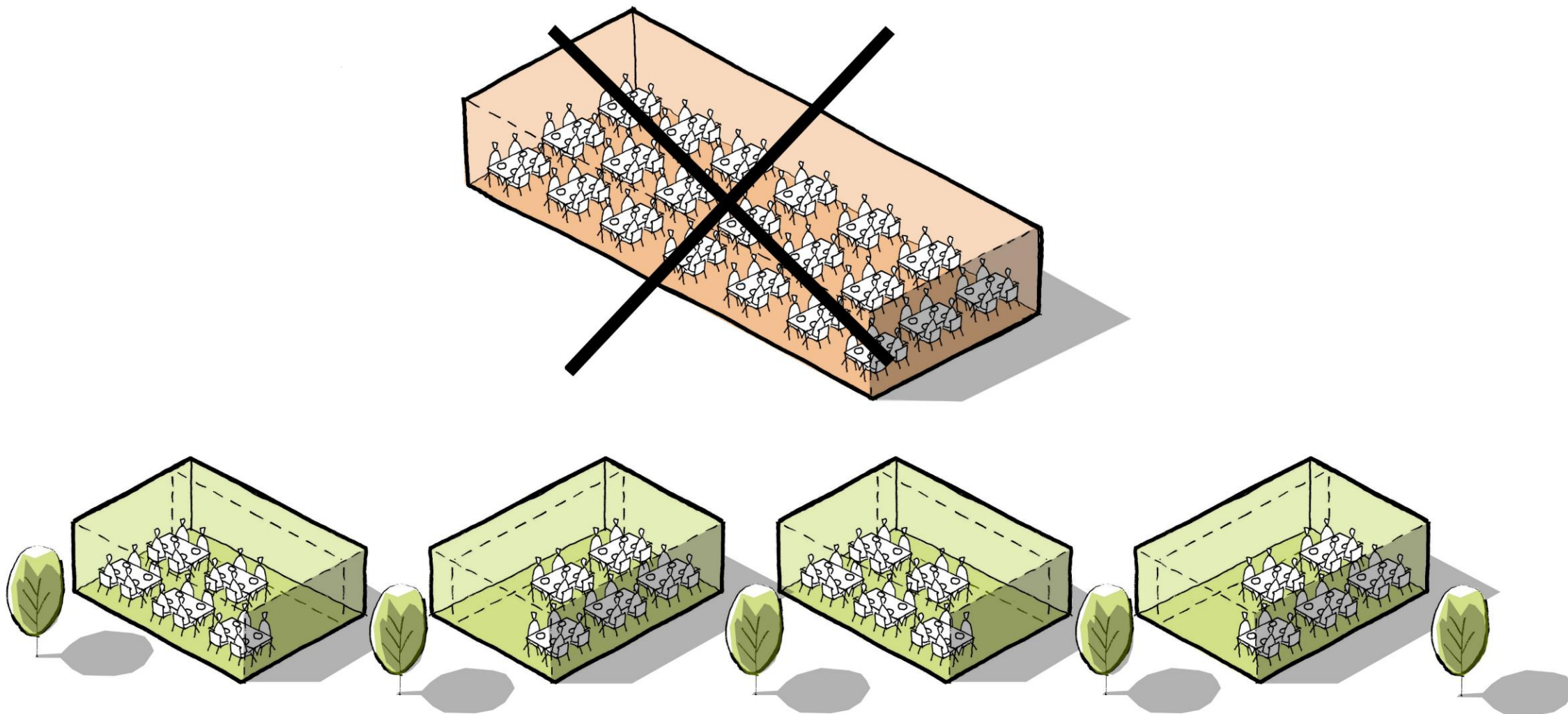


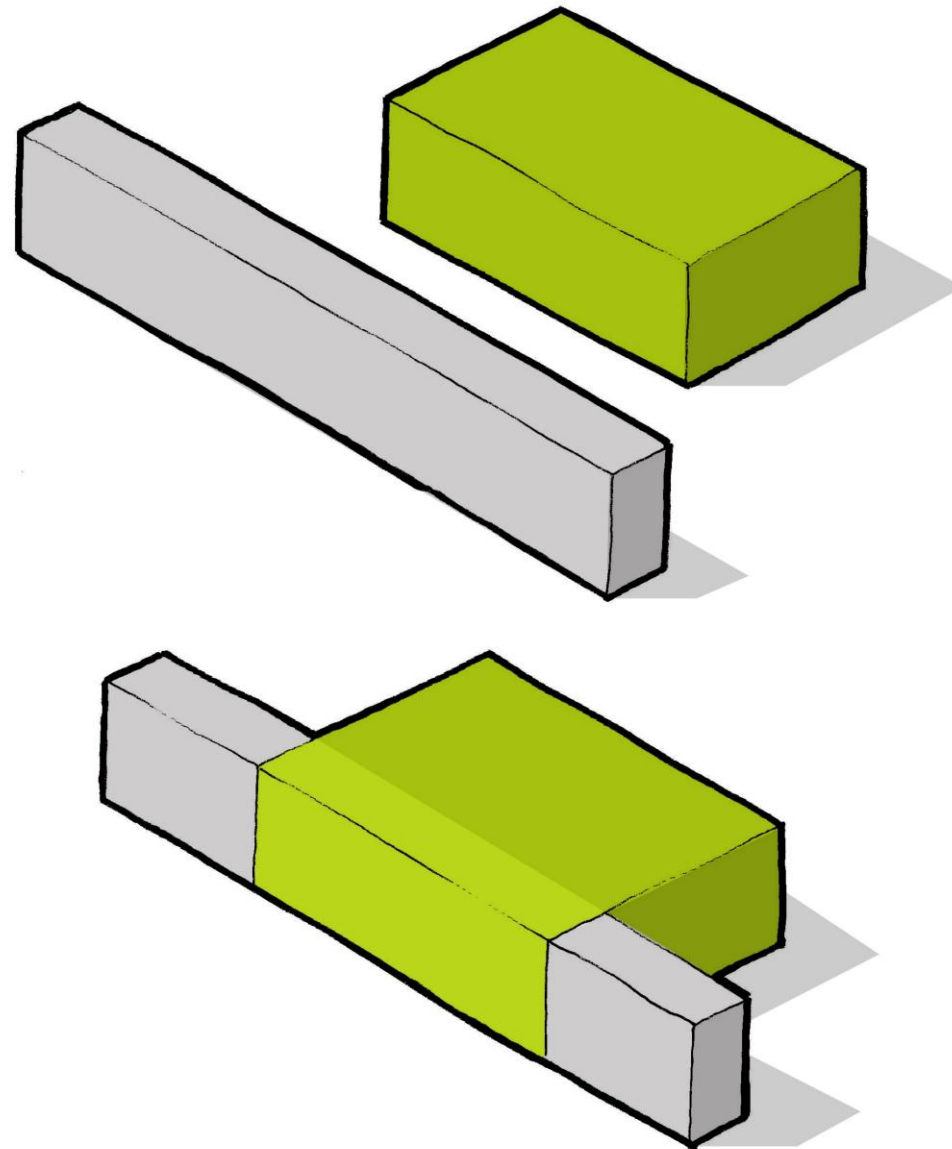
Scenario E
Two classrooms occupied as one group, Small Group Room Occupied, two half-groups in the open-plan area, one group in a Specialist Classroom, one half-group in a group therapy space, one half-group in two individual therapy spaces

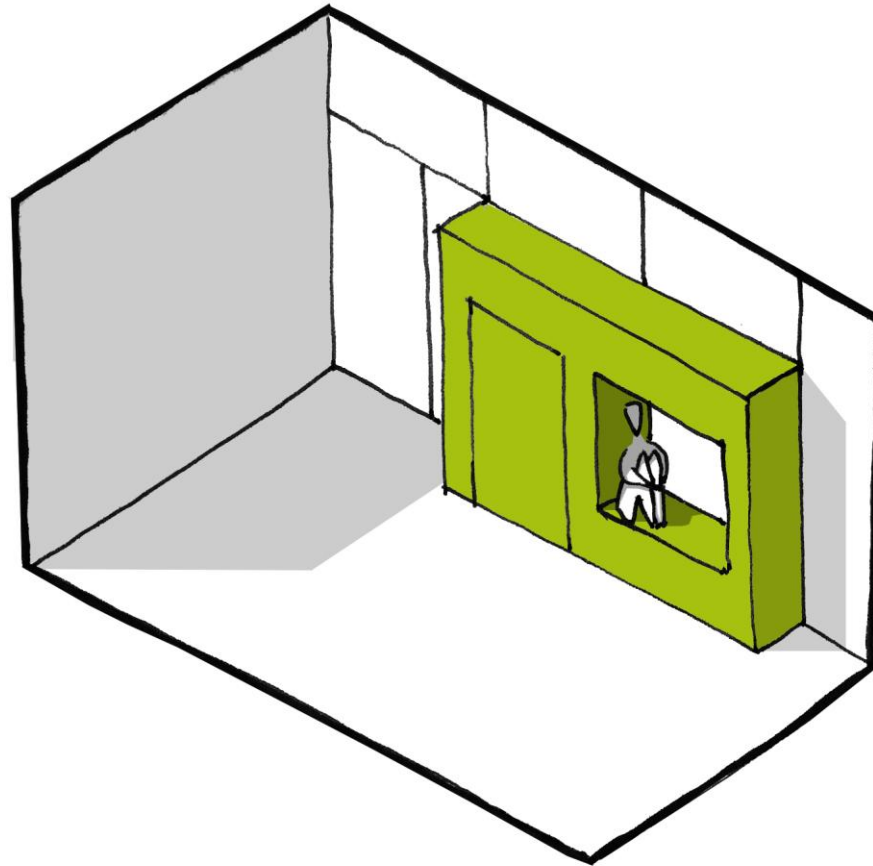
Design principles > Particular > **Space Types: – Sizes and Adjacency**

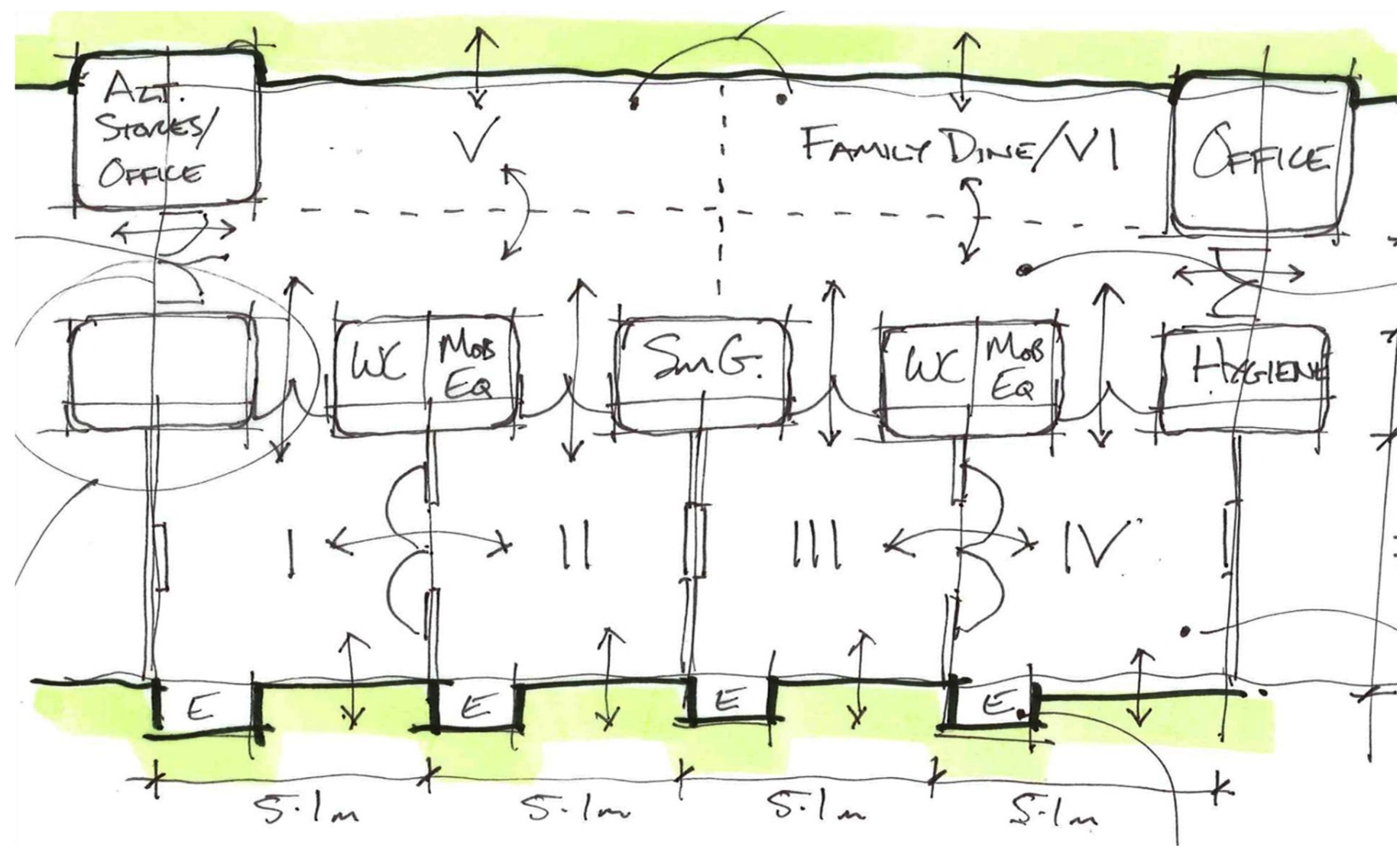


Design principles > Particular > **Family Dining**









Emerging Design Principles

General

- Sensory Zoning (low – medium - high stimulus)
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- Circulation Redundancy

Particular

- Learning Hubs
- Space Types – Numbers, Sizes, Adjacency
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Emerging Design Principles

General

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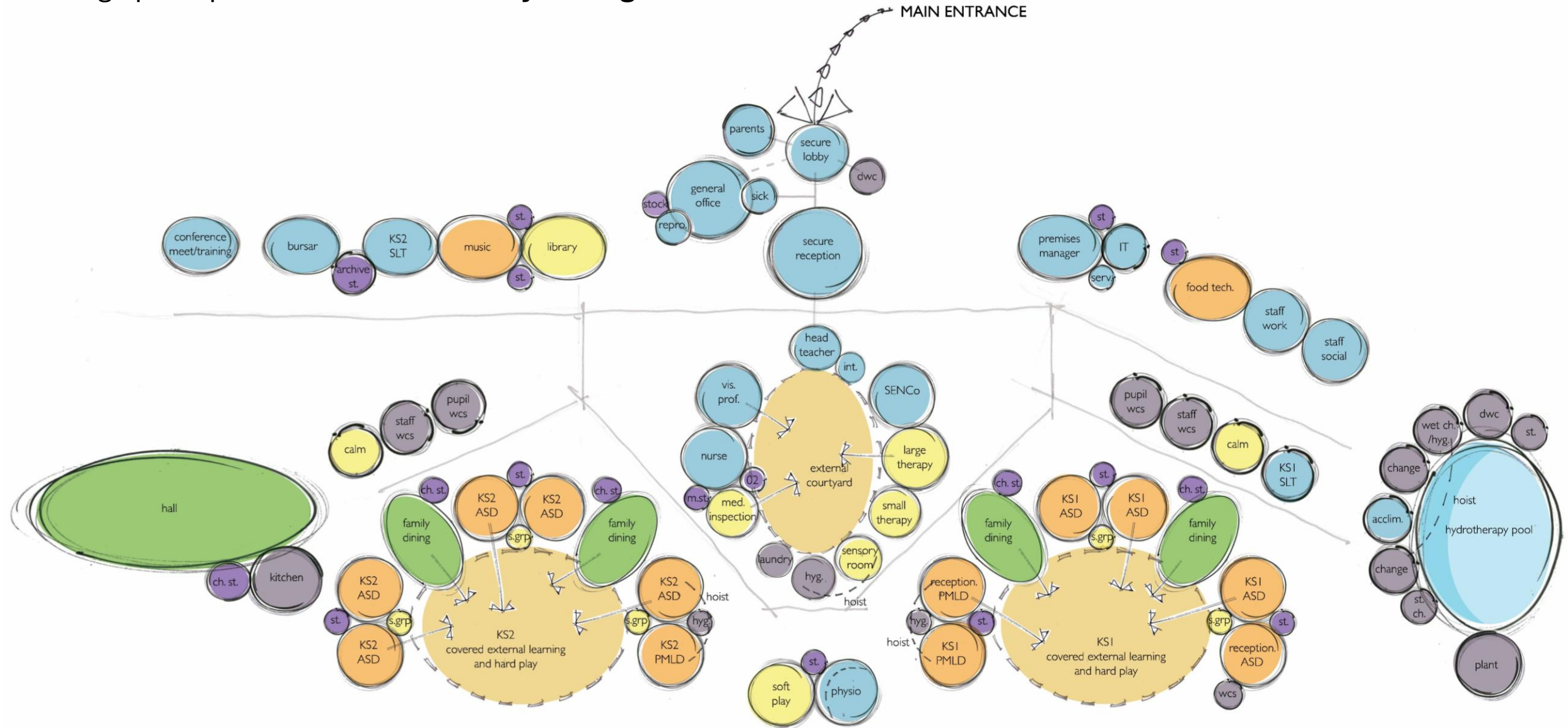
Particular

- Learning Hubs
- Space Types – Numbers, Sizes, Adjacency
- Family Dining
- Applied Circulation Space
- Escape Spaces

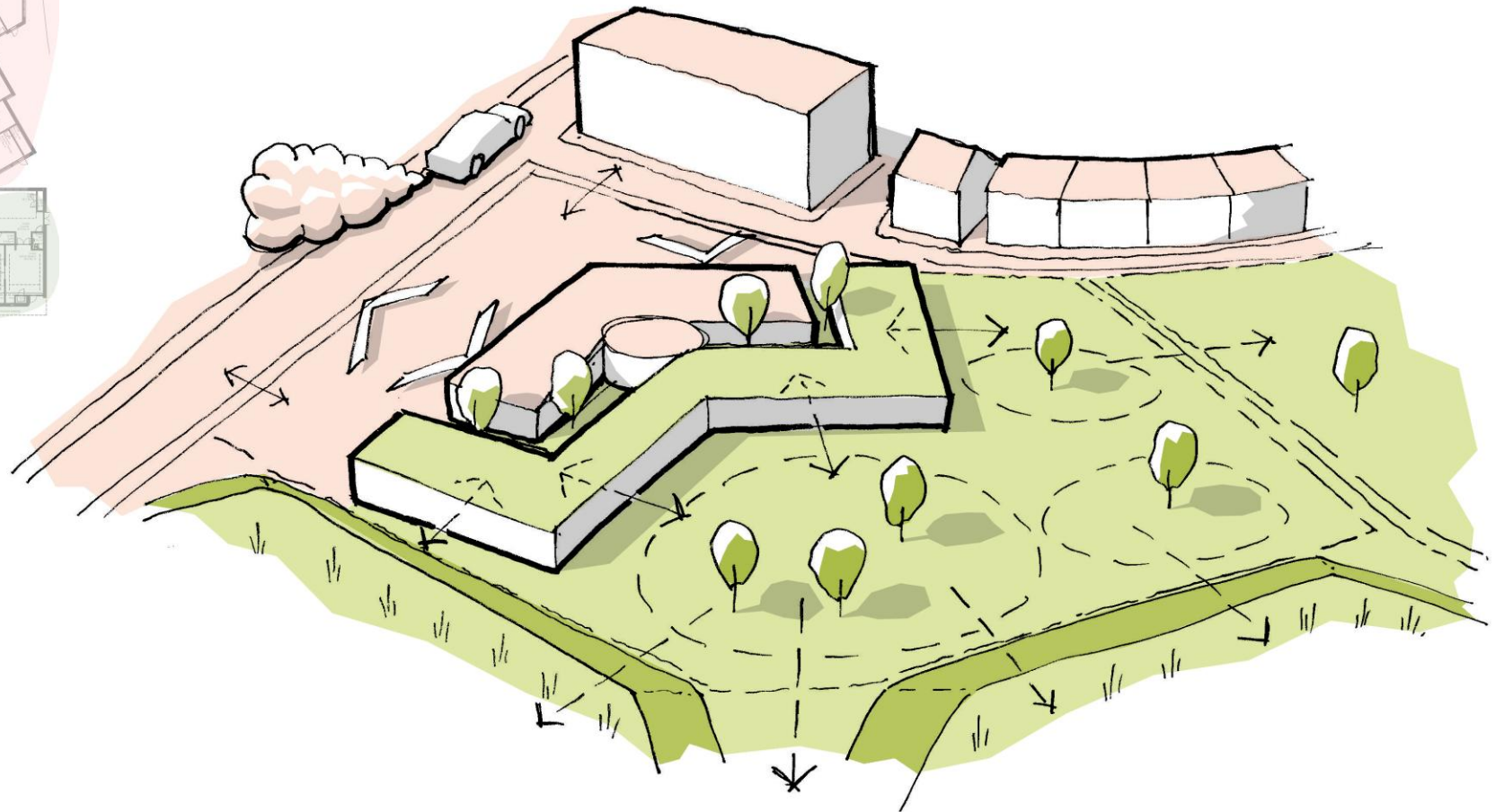
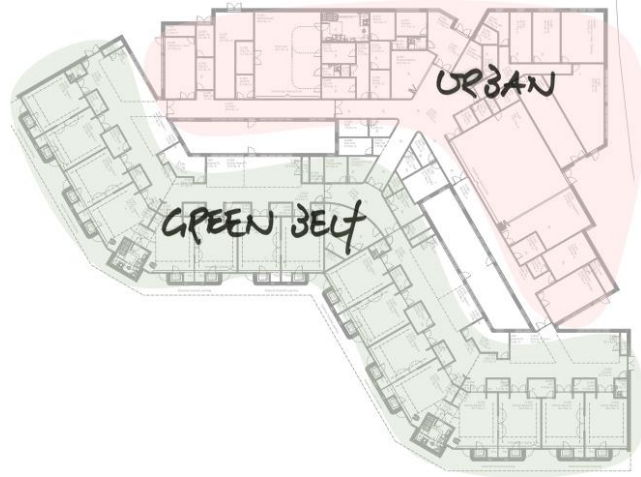
Design principles > General > **Sensory Zoning**



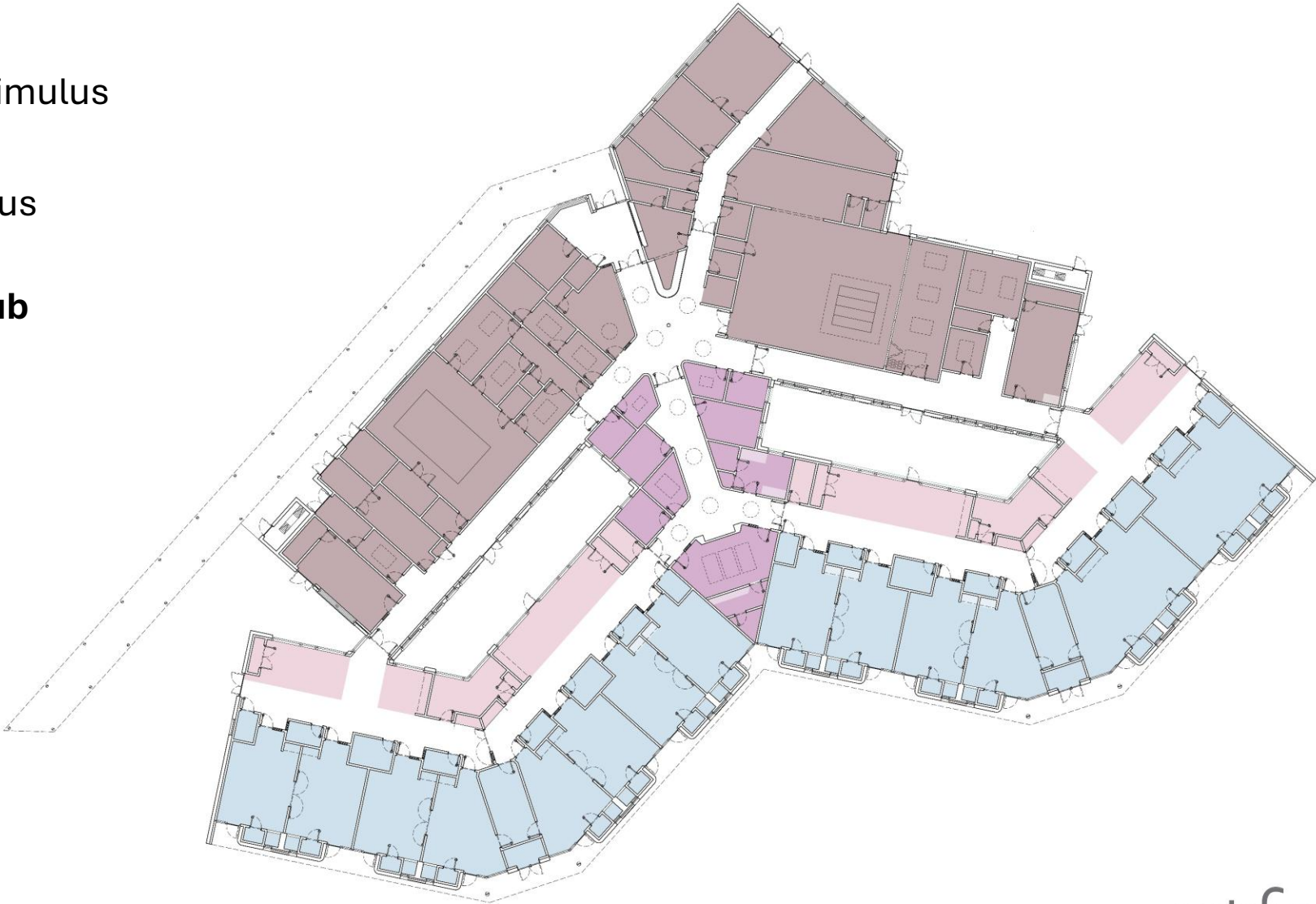
Design principles > General > **Sensory Zoning**



Design principles > General > **Sensory Zoning**



-  **High Stimulus**
-  **Medium Stimulus**
-  **Low Stimulus**
-  **Therapy Hub**

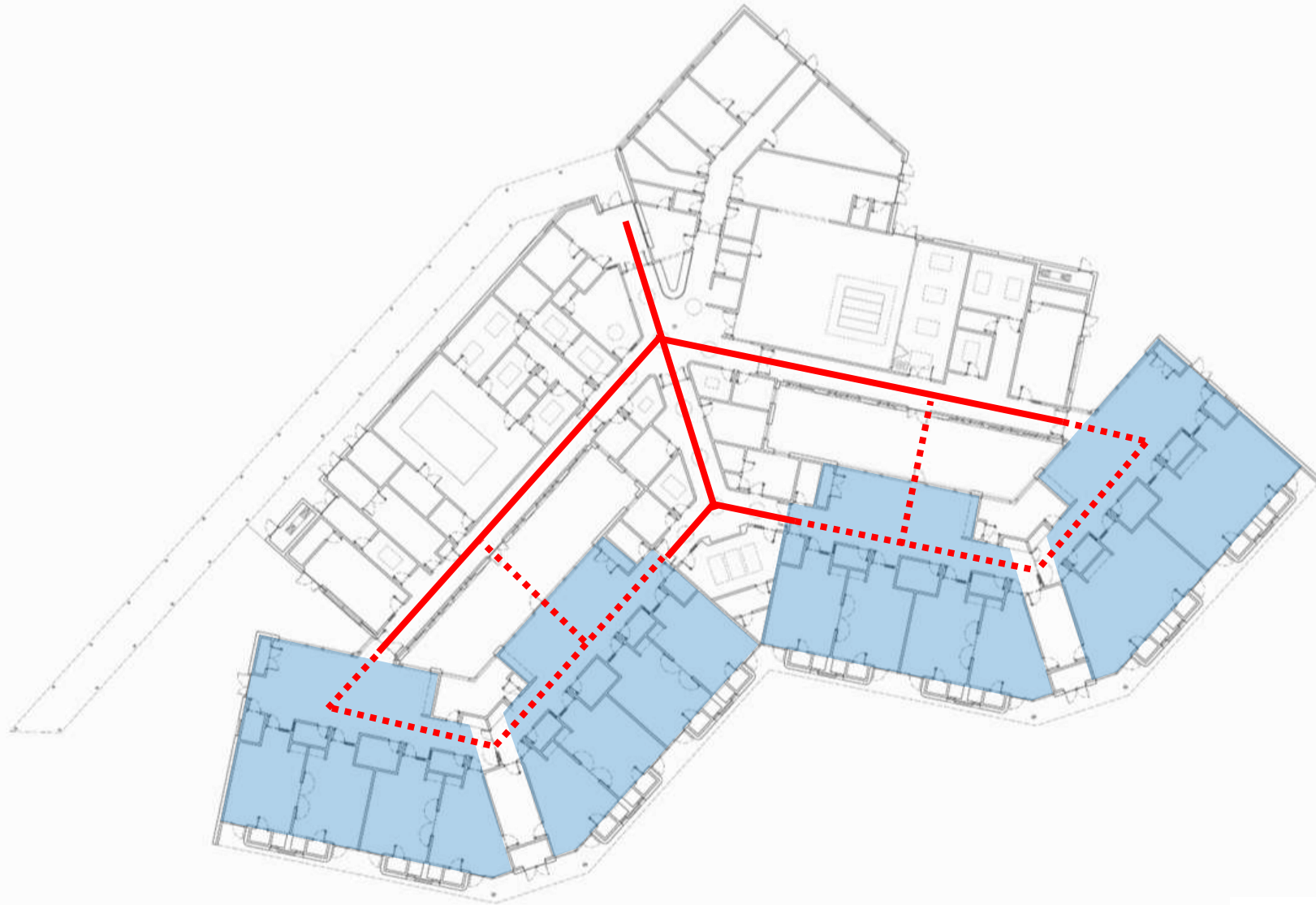


Design principles > General > **Space Sequencing**





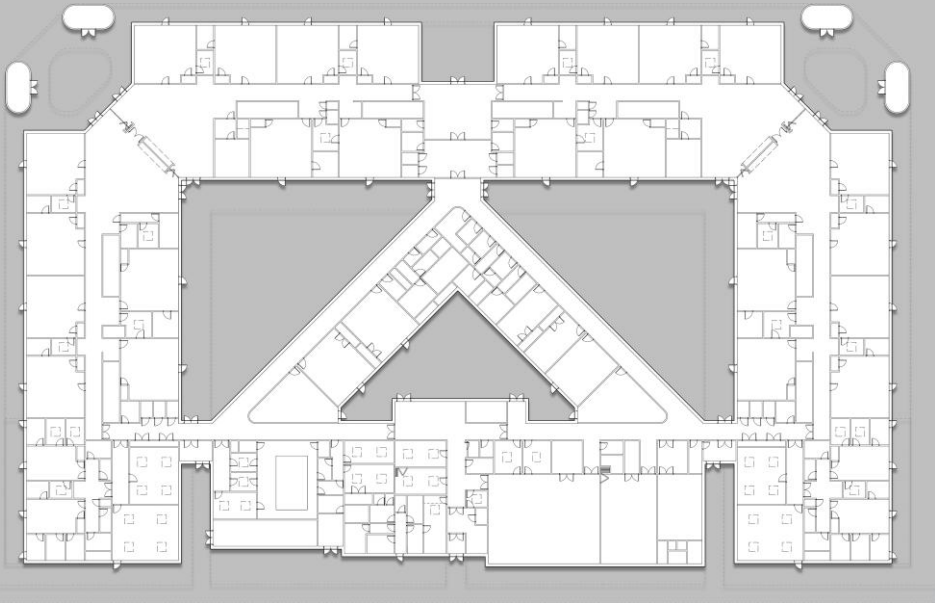




Conclusions

General

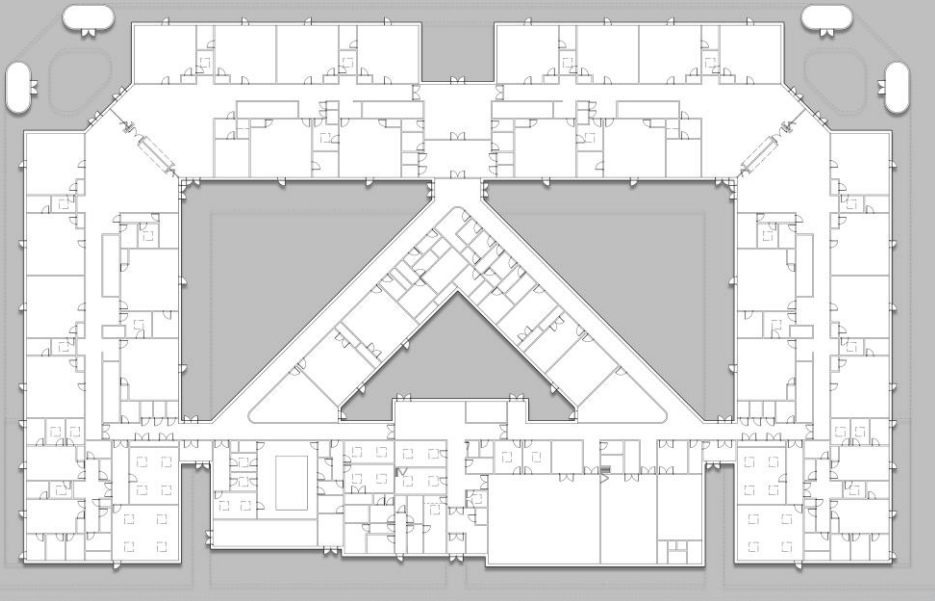
- Whole greater than the sum of the parts (mutually beneficial characteristics)
- The paradox of flexibility through accommodation specificity
- Circulation as opportunity
- Organising by stimulus not function
- Breaking the classroom-to-corridor trope



Conclusions

Particular

- The value of hubs – staff and pupil community culture, time, learning outcomes
- The value of pocket courtyards – rapid regulation, ease of transition, passive supervision
- More transitions, but ‘layered’ – opportunity for staged development, legible transition zones
- Space sequencing appropriate to learning setting permanence & transitions during learning
- Enhancing usable net area through the application of circulation



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Challenging the norm

(...just trying to achieve a better outcome...)



Department
for Education



sixfootstudio

NORR | Integrated Thinking. Inspired Design.



Learning Without Limits
A Decade of Listening & Learning



Jennifer Freeman, Education Associate

5+ years' Architect
15+ years working with ASN/SEN young people
& adults

High Schools:
Bertha Park High School, Greenfaulds High
School, Clyde Valley Campus, Cumbernauld
Academy & Theatre.

ASN/SEN:
Lockhart Campus, Woodland View School
& Beatlie Campus

Dissertation Thesis:
Craigmarloch School: Has the Architectural
Design Response Succeeded in Creating
Exemplar ASN Design

Masters Thesis:
Achieving Inclusion through Design in Primary
Schools





Learning without Limits

Creating Our Inclusive Story...

- 01 **Craigmarloch School**
Inclusion, Independence, Kindness & Respect



- 02 **Lockhart Campus**
Unlocking Potential



- 03 **Beatlie Campus**
Inclusion, Respect & Happiness



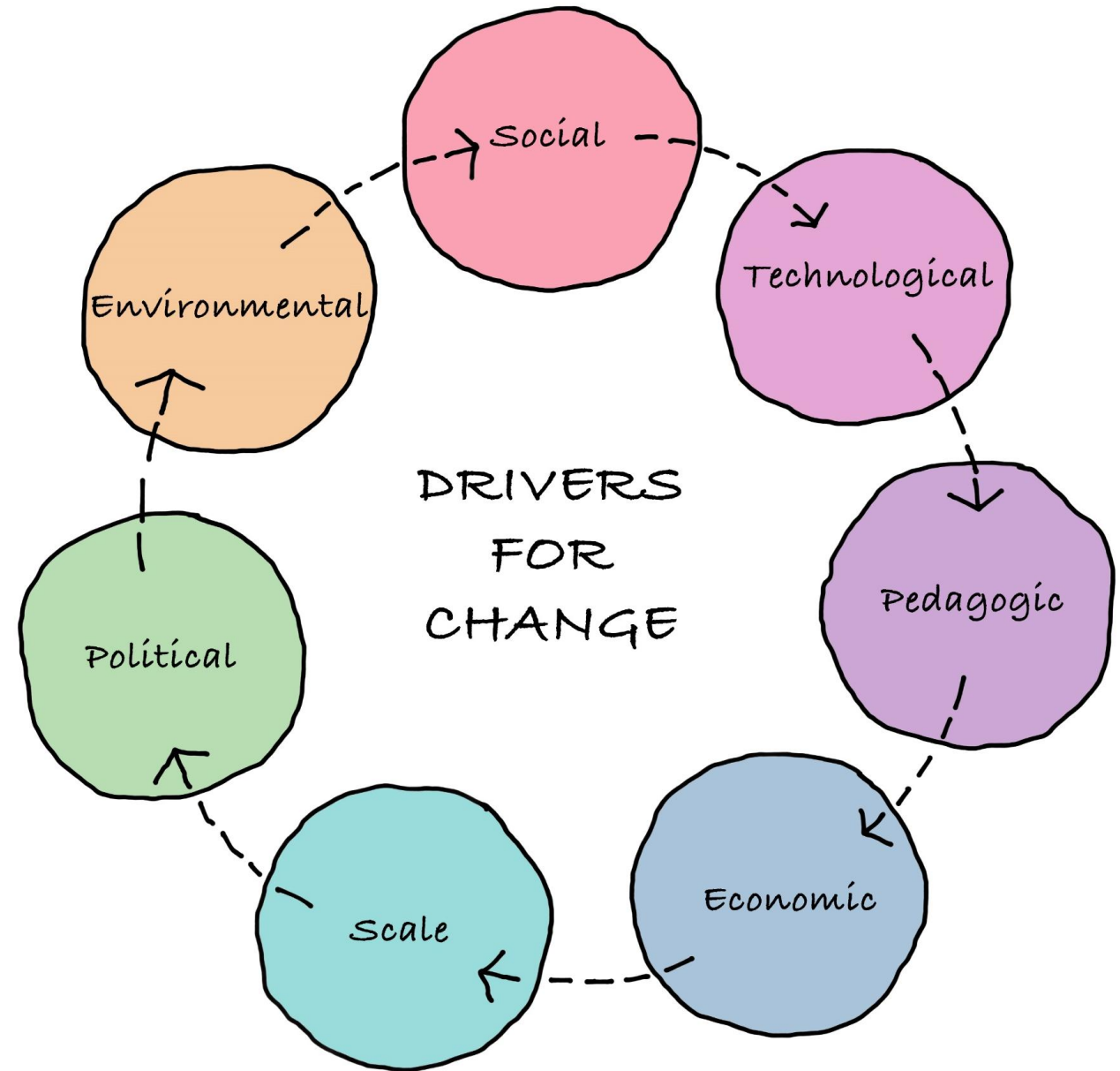
- 04 **Woodland View**
Kind, Achieving & Respectful



What do we mean by Learning without Limits?

Recognising the importance of People, Place and evolving needs within a variety of Learning Environments by creating experiences and delivering design that:

- Provide **Choice** and **Flexibility**
- Understand Transitions
- Value Community **Connections**
- Promote **Accessibility** and **Autonomy**
- Are Ultimately **Collaborative** & **Holistic**

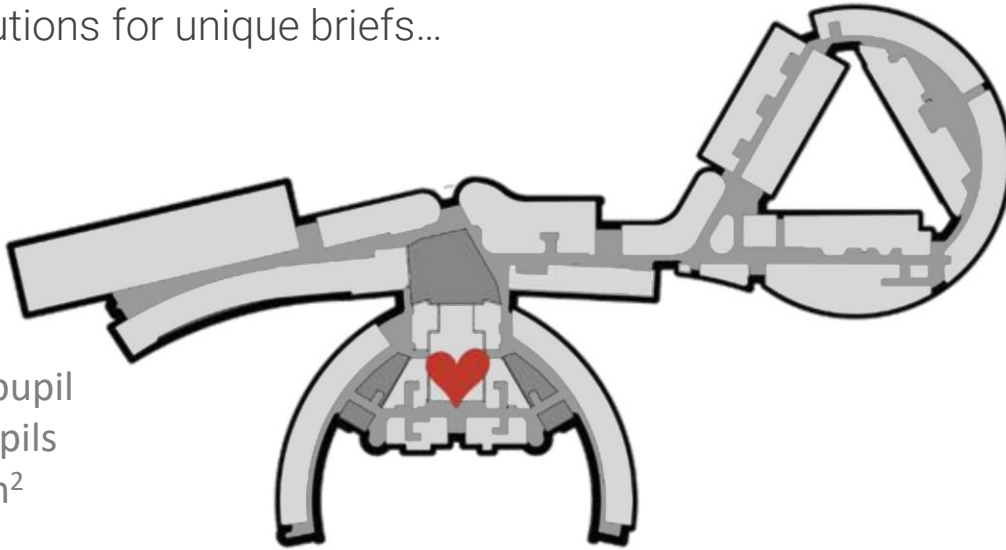


Learning Without Limits

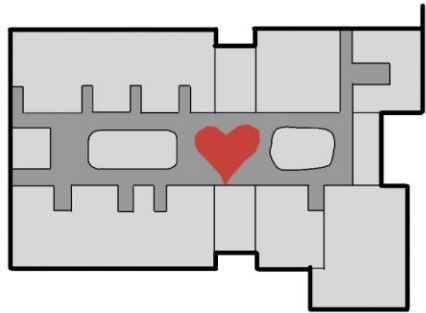
Typologies

Unique solutions for unique briefs...

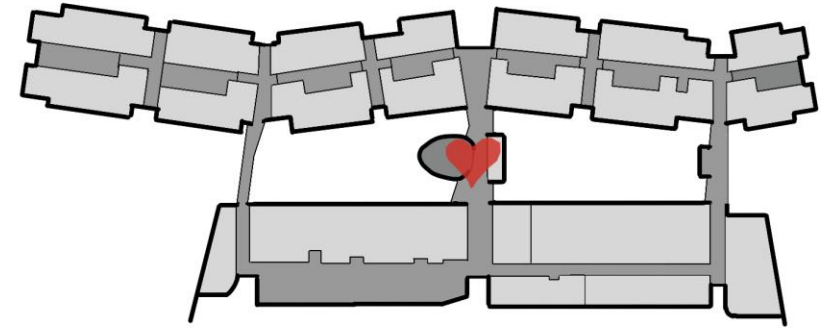
33m²/pupil
148 Pupils
4,875m²
2014



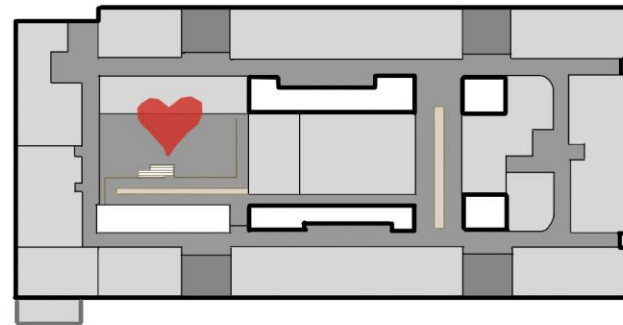
45m²/pupil
48 Pupils
2,160m²
2023



32m²/pupil
210 Pupils
6,383m²
2021



39.5m²/pupil
192 Pupils
7,191m²
2023





Learning Without Limits

Port Glasgow Campus : Craigmarloch School

Port Glasgow Community Campus:

- Shared campus for a non-denominational and denomination high schools
- **Current roll 1,086** Combined (543 each)
- Completed : 2014
- Area per pupil – 19m²/pupil

Craigmarloch School:

- **Designed for 148** Pupils from Early Years – Sixth Form
- **Current roll 202**
- Amalgamating 2 schools
- Mixture of needs from mild/moderate learning needs to severe & profound learning and medical needs.
- Area per pupil – **33m²/pupil**



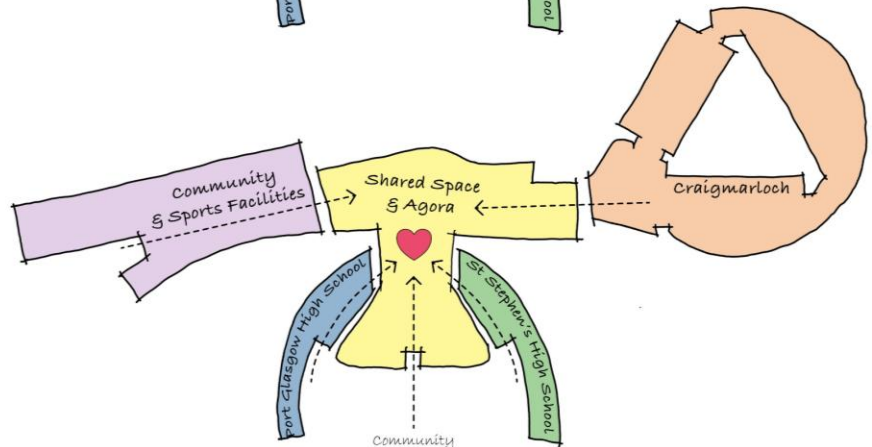
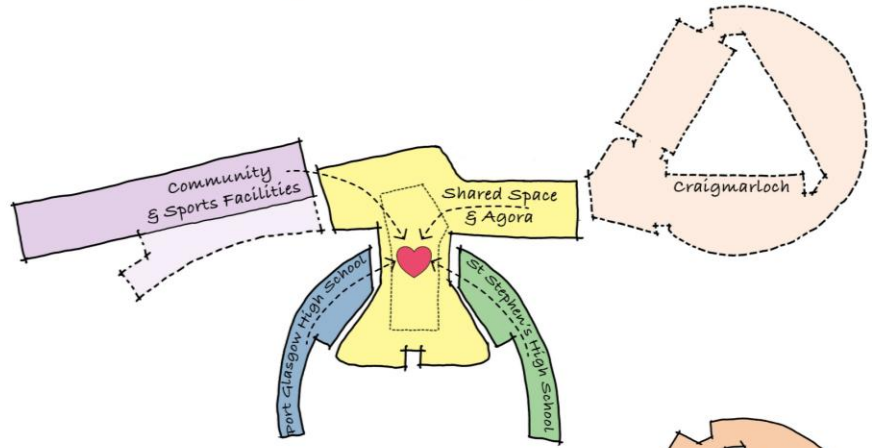
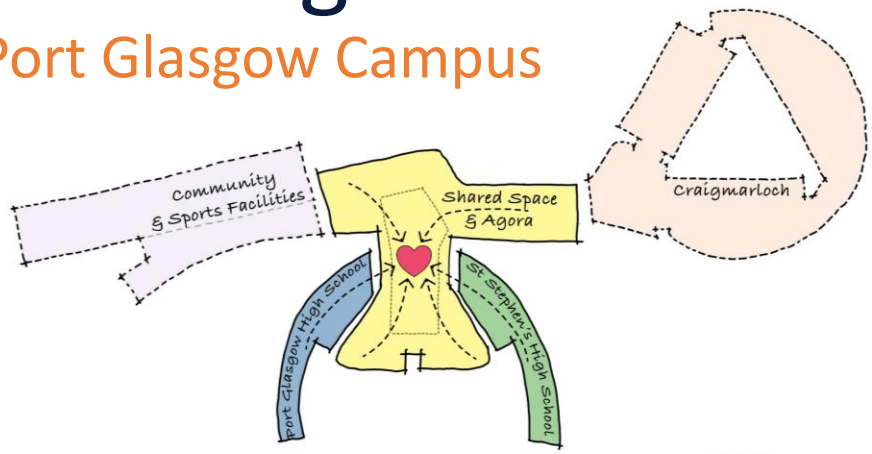




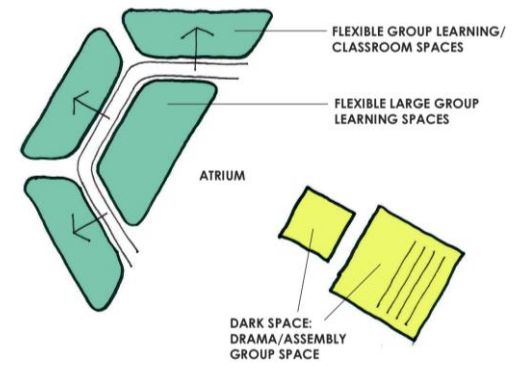
Addressing the Community | Welcoming Arms

Learning Without Limits

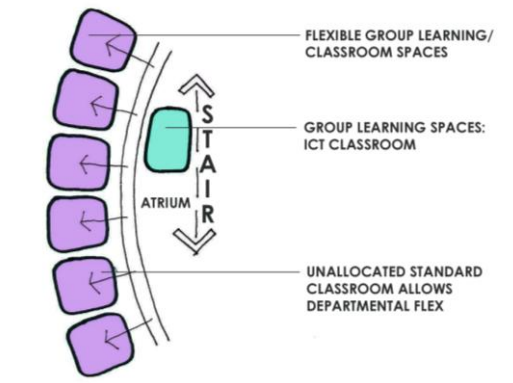
Port Glasgow Campus



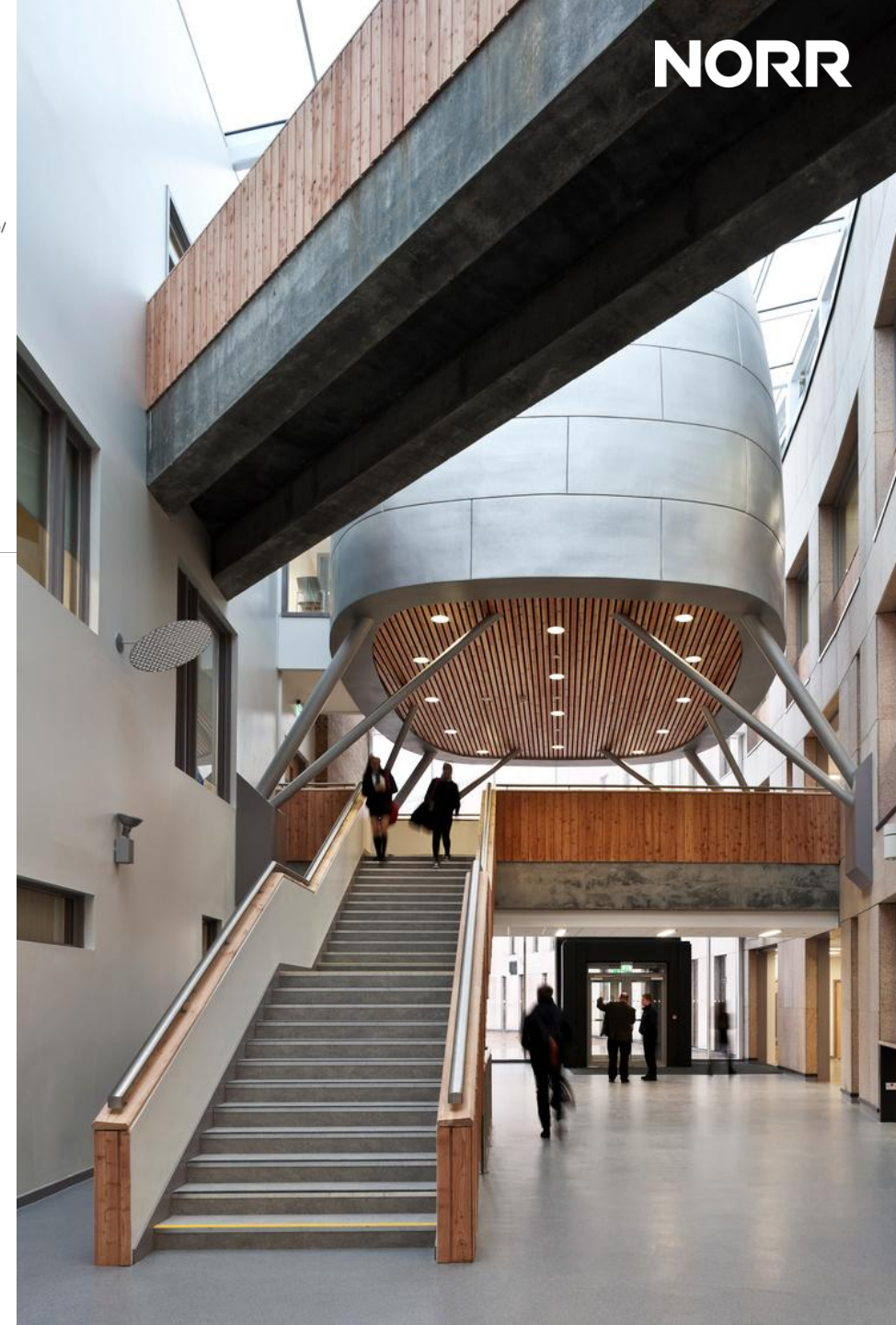
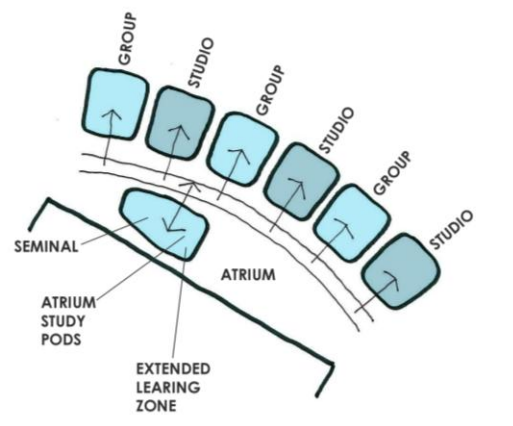
Whole School Learning



Group Learning



Individual Learning



Learning Without Limits

Port Glasgow Campus : Craigmarloch School

NORR



Learning Without Limits

Port Glasgow Campus : Craigmarloch School

Departments



SECONDARY

PRIMARY

ADMIN // SHARED SPACES



Community

Connections

Choice





Lockhart Campus | with Roslin & Red Rose Houses

2

Learning Without Limits

Lockhart Campus | Red Rose & Roslin House

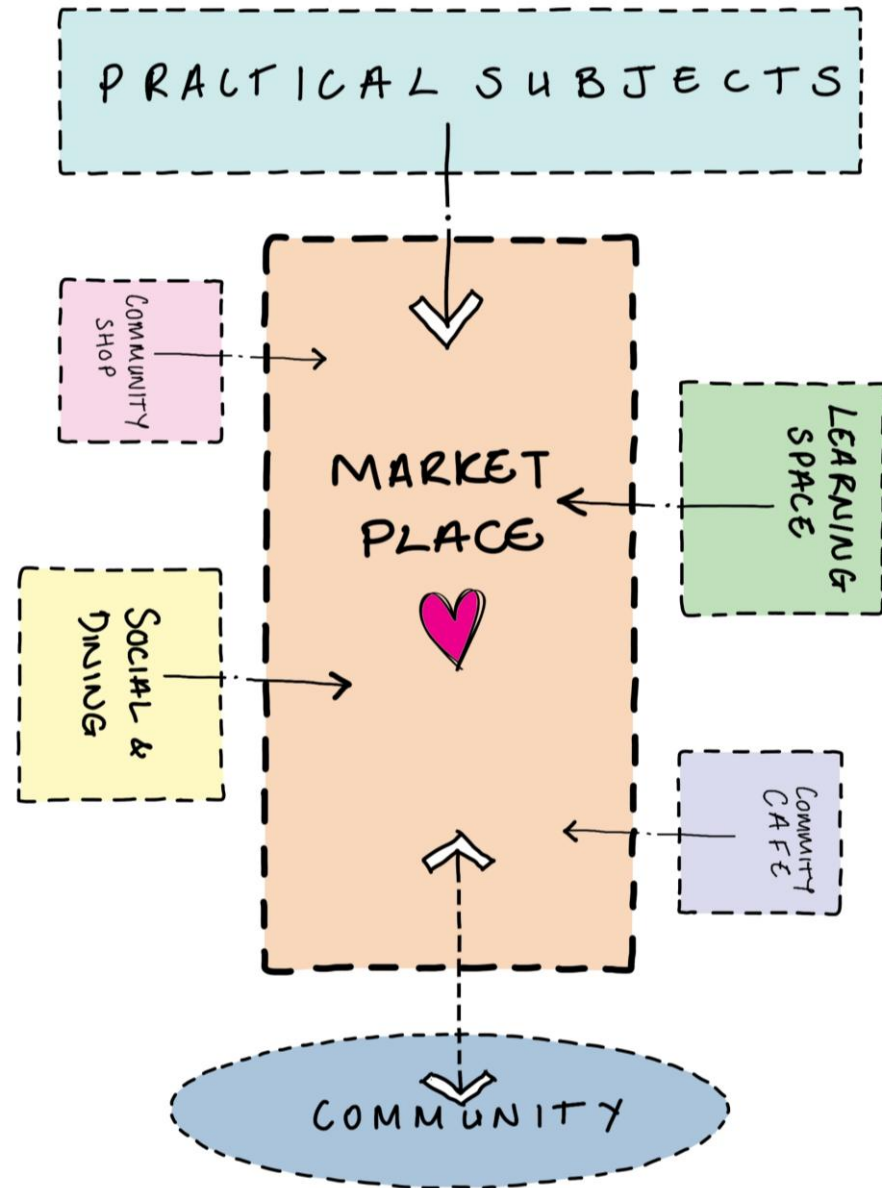
Lockhart Campus:

- **210 Pupils** from Early Years - Sixth Form
- **4 existing schools** amalgamating
- Mixture of needs from **mild/moderate** learning needs to **severe & profound** learning and medical needs.
- Includes two separate 8-bed respite buildings, for young people & adults
- GIFA **6,383m²**
- Area per pupil **32m² / Pupil**
- Circulation Percentage - **11.6%**



Learning Without Limits

Lockhart Campus | Red Rose & Roslin House



Learning Without Limits

Lockhart Campus | Red Rose & Roslin House

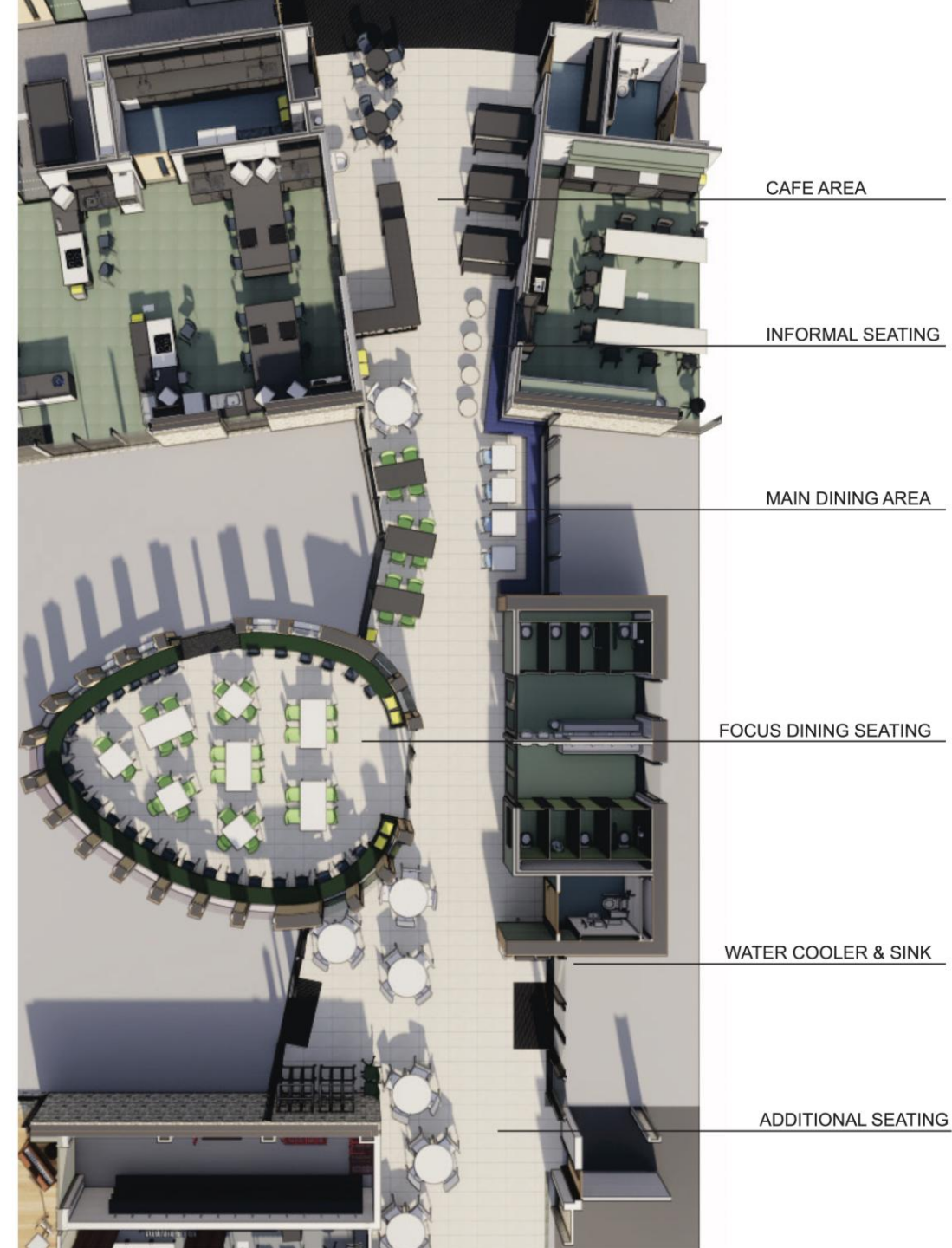
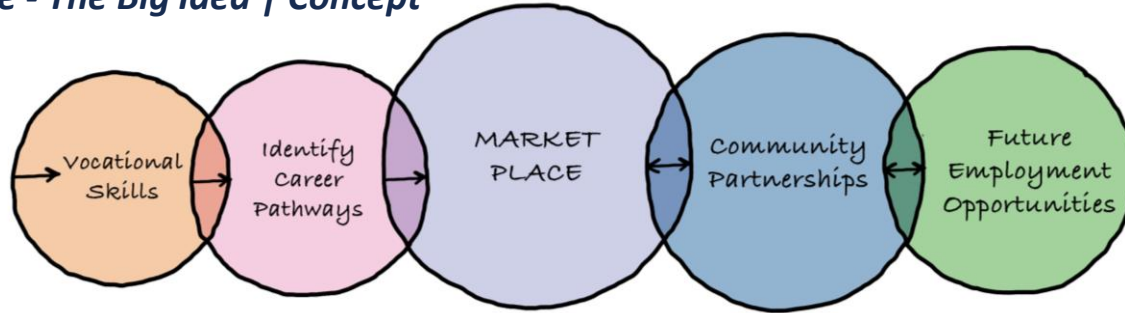
Creating a Community Heart



Learning Without Limits

Lockhart Campus | Red Rose & Roslin House

Market Place - The Big Idea | Concept



Learning Without Limits

Lockhart Campus | Red Rose & Roslin House

Market Place - The Big Idea | Reality

Year 1 – 5 Pupil Businesses



Learning Without Limits

Lockhart Campus | Red Rose & Roslin House

Market Place - The Big Idea | Reality

Year 4 – 12 Pupil Businesses







Learning Without Limits

Beatlie Campus

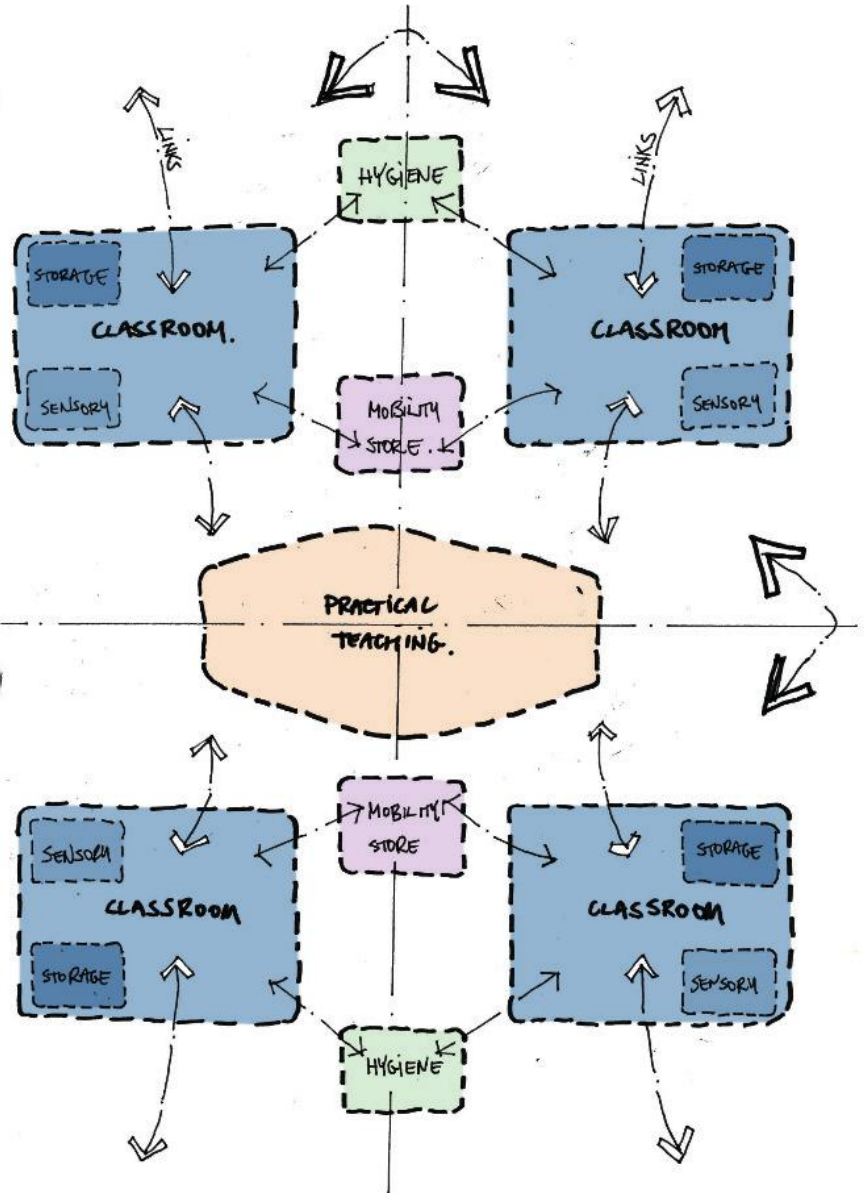
Beatlie Campus:

- Designed for Pupils from Early Years – Sixth Form
- **Current roll 48**
- Replacement of Existing provision
- Specialty in providing education for **Severe & Profound learning and medical needs.**
- Area per pupil – **45m²/pupil**
- Low-Energy Design :
 - Airtightness **1.71 m³/(h·m²) @ 50Pa**
 - Energy target of **< 83 kWh/m²/y**,
actual energy use **74.02 kWh/m²/y**
- Additional **NHS Child Development Centre** co-located within building

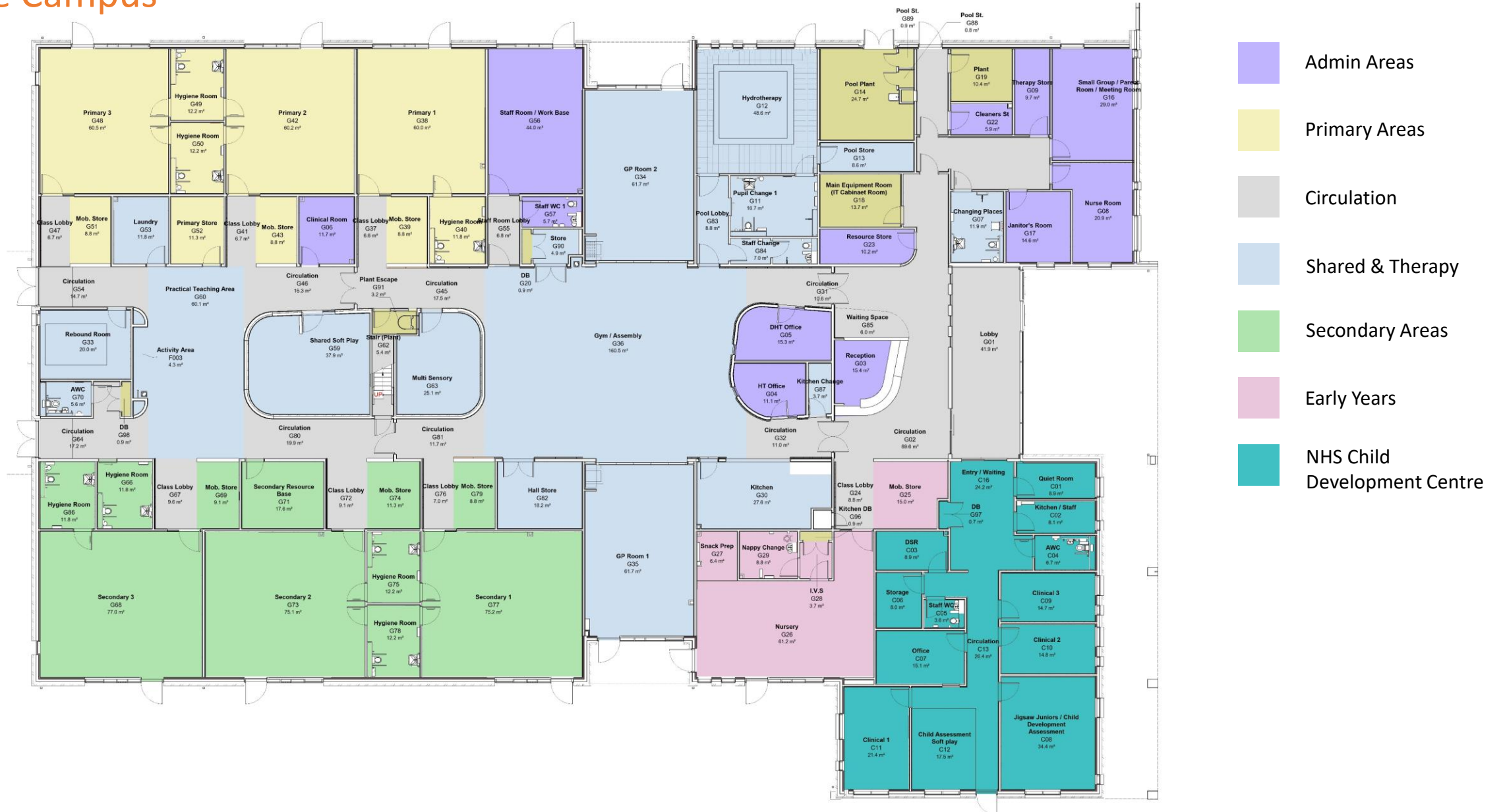


Learning Without Limits

Beatlie Campus



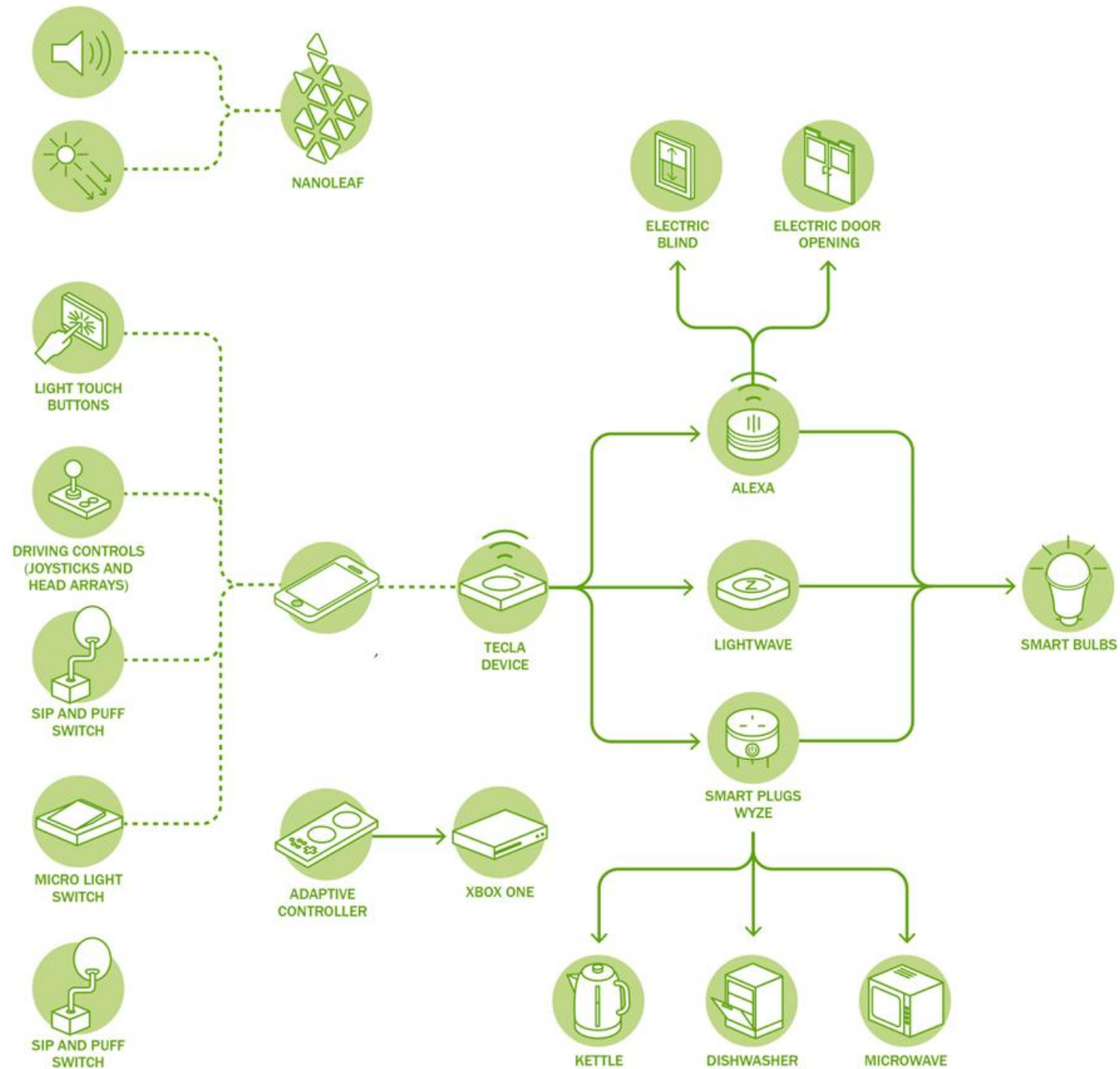
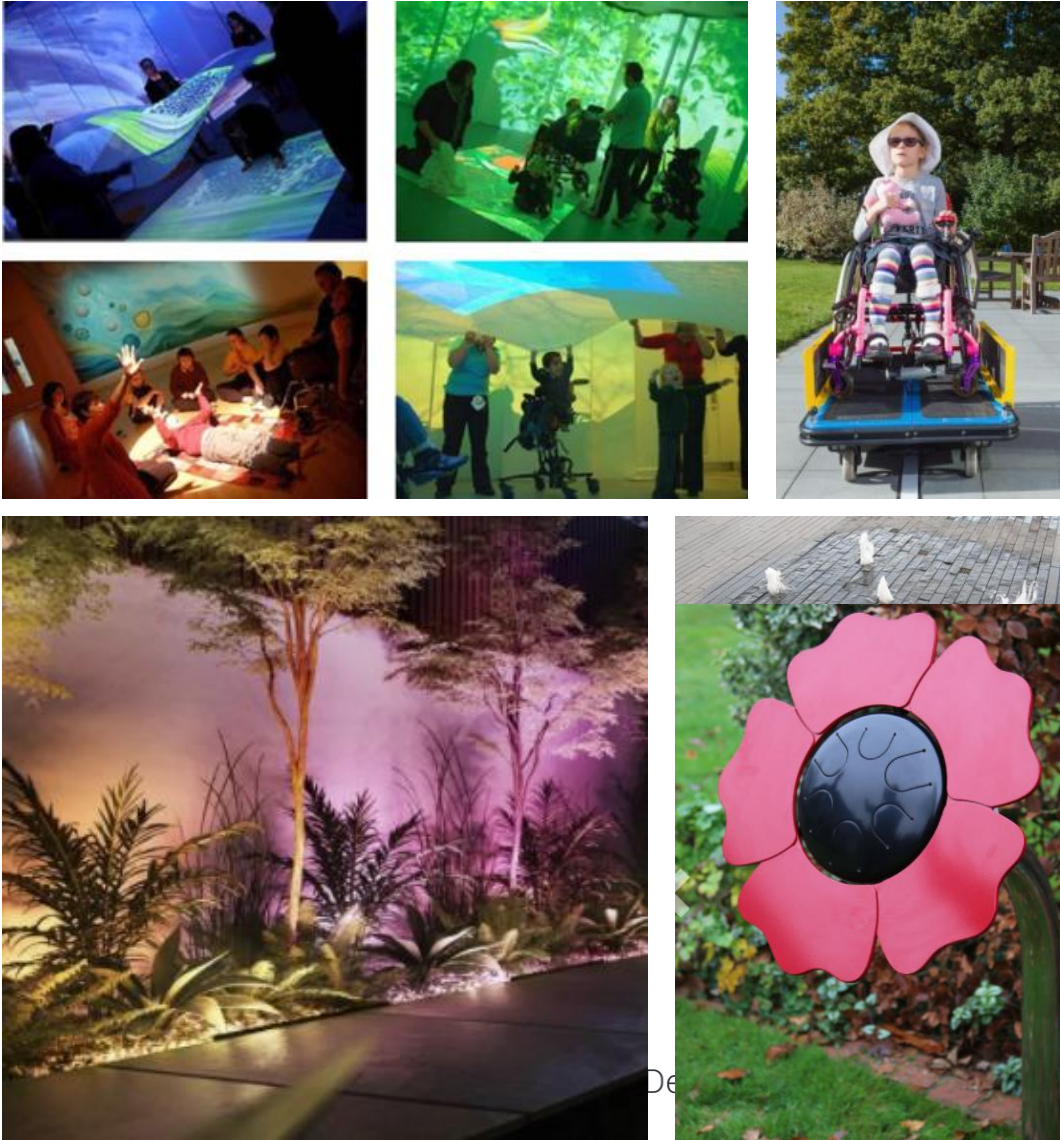
Beatlie Campus



Learning Without Limits

Beatlie Campus

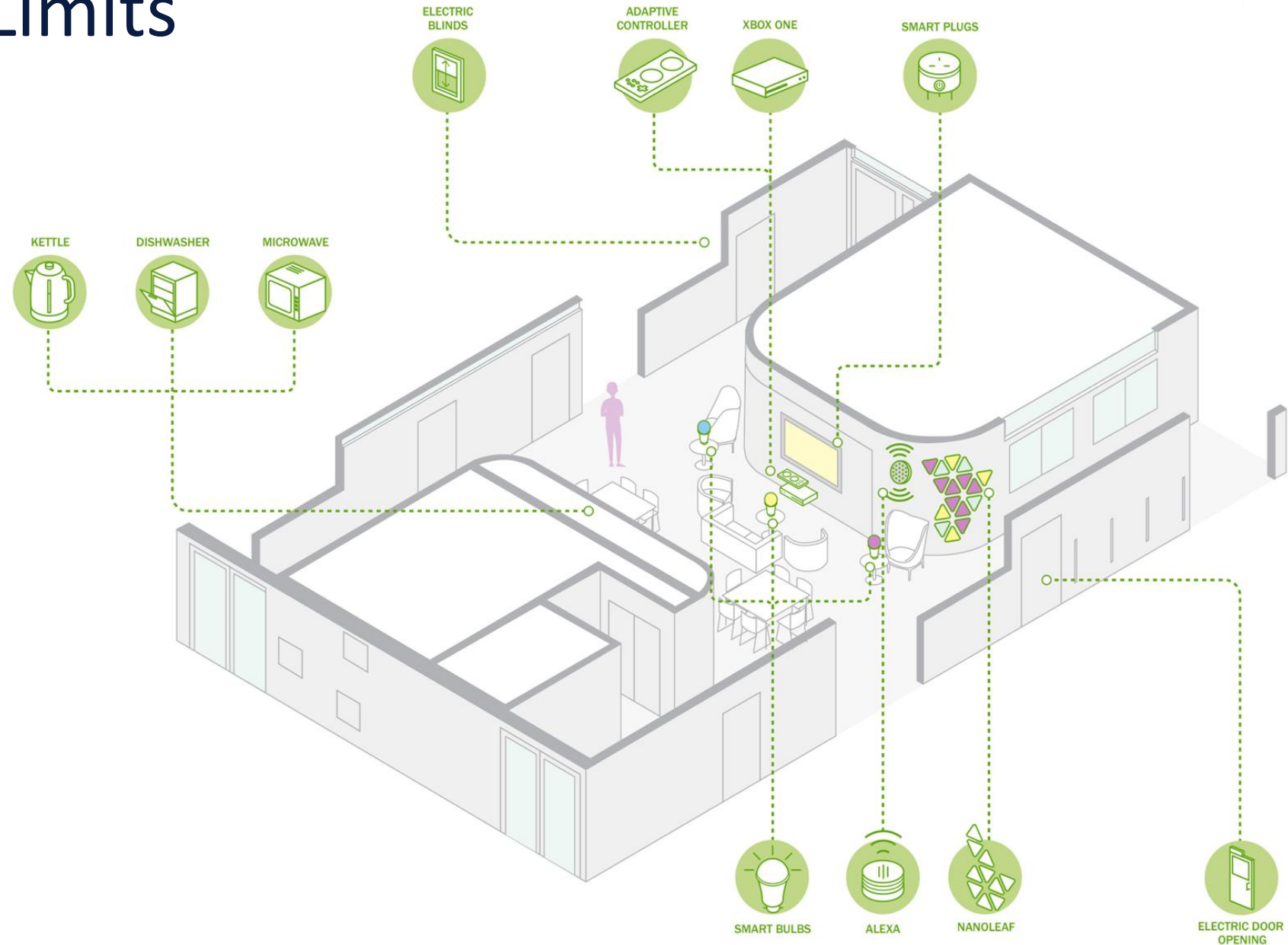
Ideas to Eliminate Barriers



Learning Without Limits

Beatlie Campus

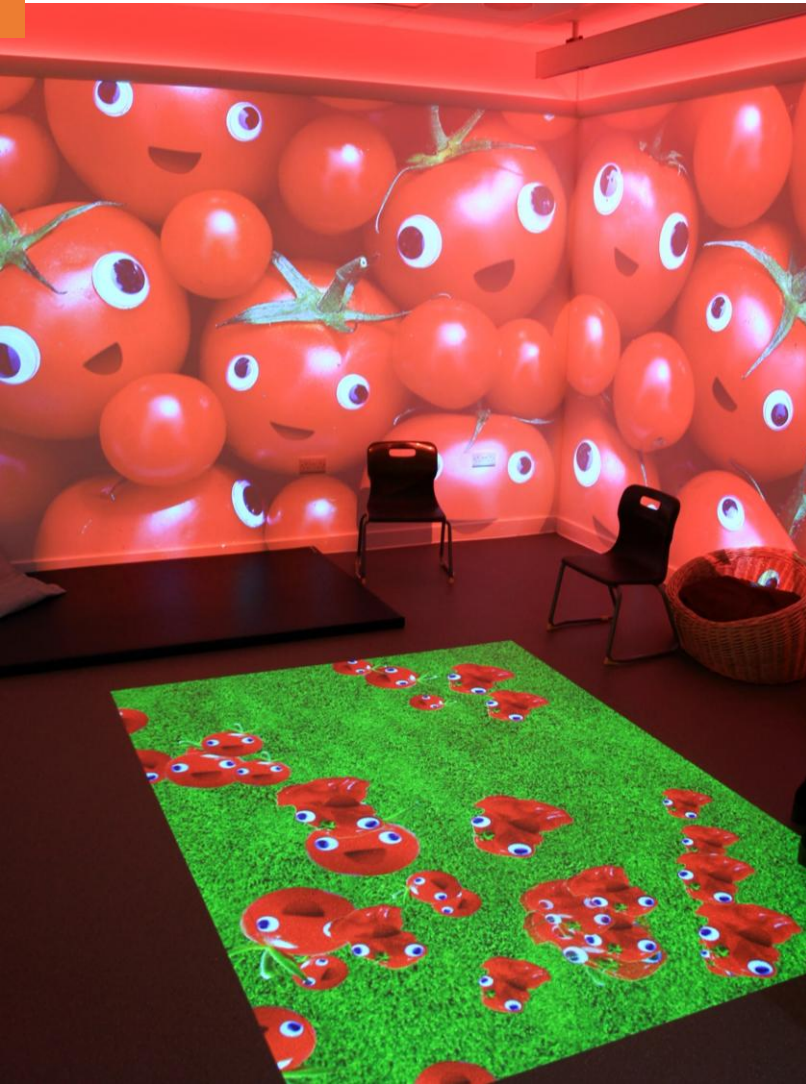
Using Technology to Eliminate Barriers



Learning Without Limits

Beatlie Campus

Using Technology to Eliminate Barriers



"It's the open spaces, with easy access to the outside area and swings. The building is light and easy to move around, and the teachers and children have plenty of room. My child loves the new building and comes home very very happy"





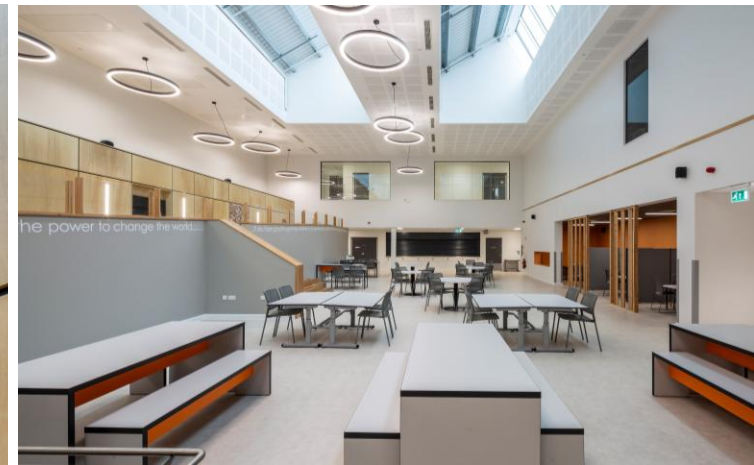
Woodland View | feat. Our Sensory Trail

Learning Without Limits

Woodland View School

Woodland View School:

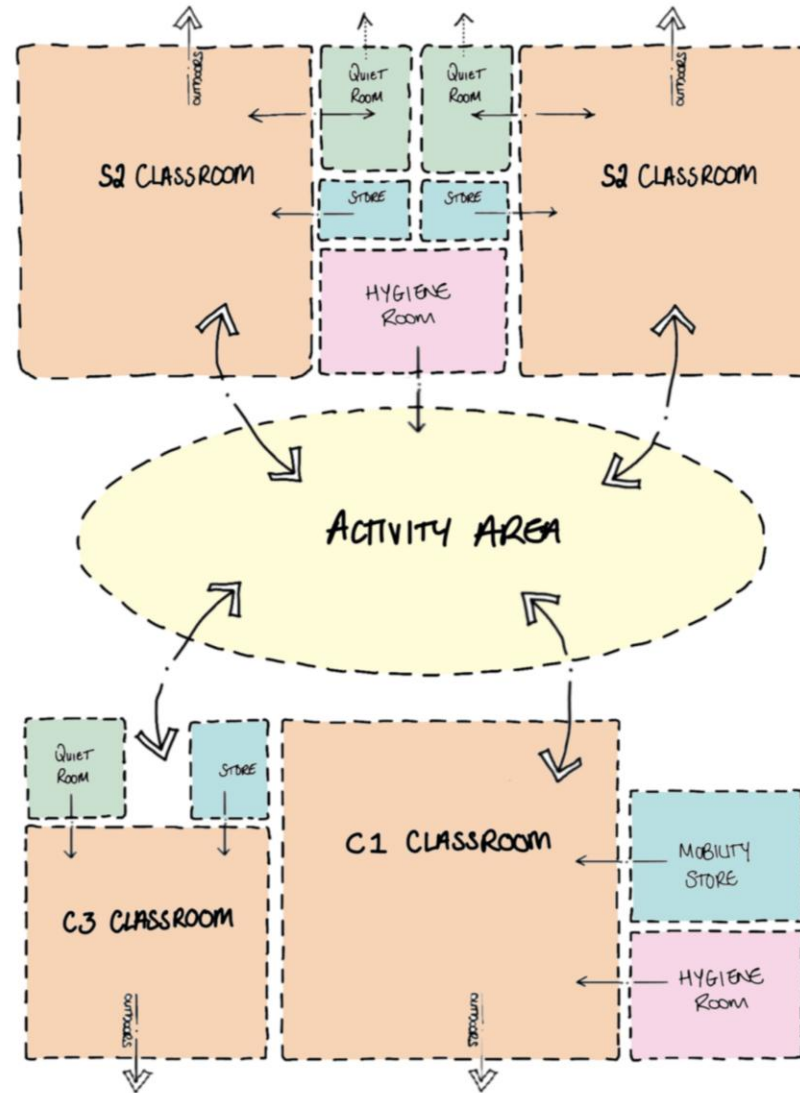
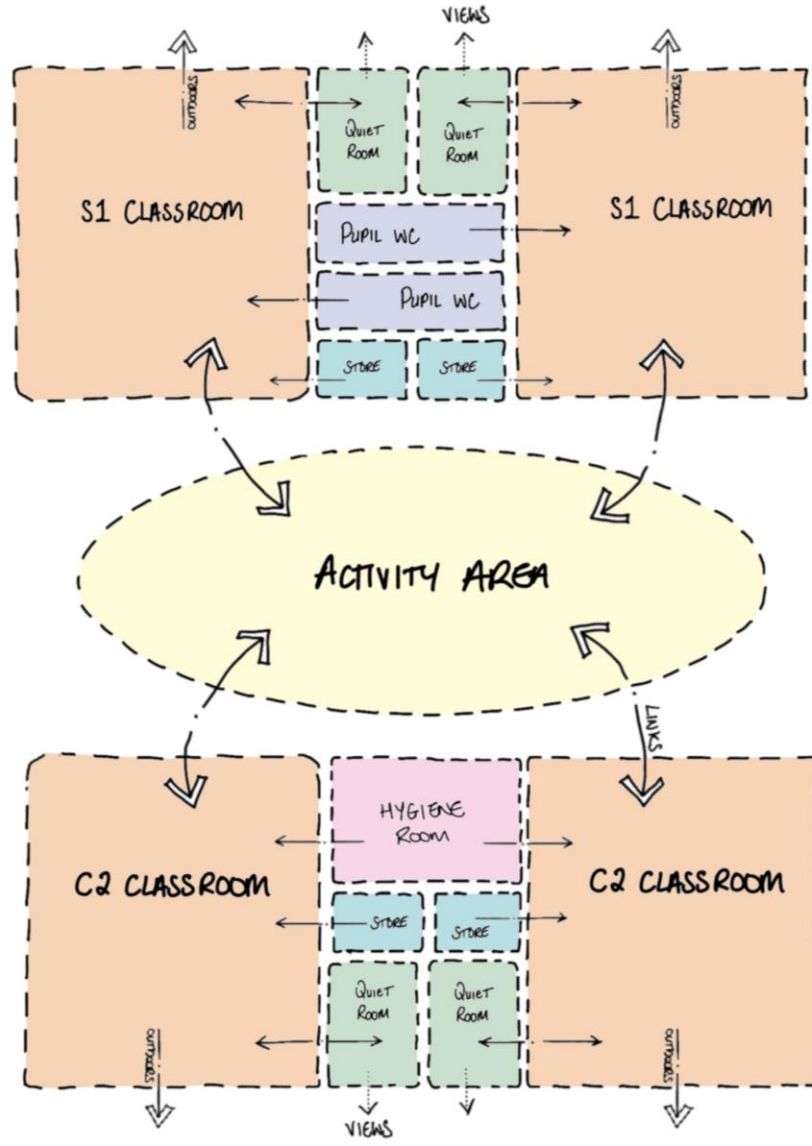
- 195 Pupils from Early Years - Sixth Year
- 2 existing schools amalgamating
- Mixture of needs from mild/moderate learning needs to severe & profound learning and medical needs.
- GIFA 7,591m²
- Area per pupil 39.5m² / Pupil
- Circulation Percentage – 18.3%
- 2025 Roll – 235 Pupils
- Unique Sensory Trail



Learning Without Limits

Woodland View School

Importance of Flexibility & Adaptability



Woodland View School

[illegible]

	ADMIN
	PRACTICAL SPACES
	DINING
	TEACHING BLOCK 1
	PLANT
	POOL
	EARLY YEARS
	TEACHING BLOCK 2
	SPORTS
	VERTICAL CIRCULATION
	GARDEN

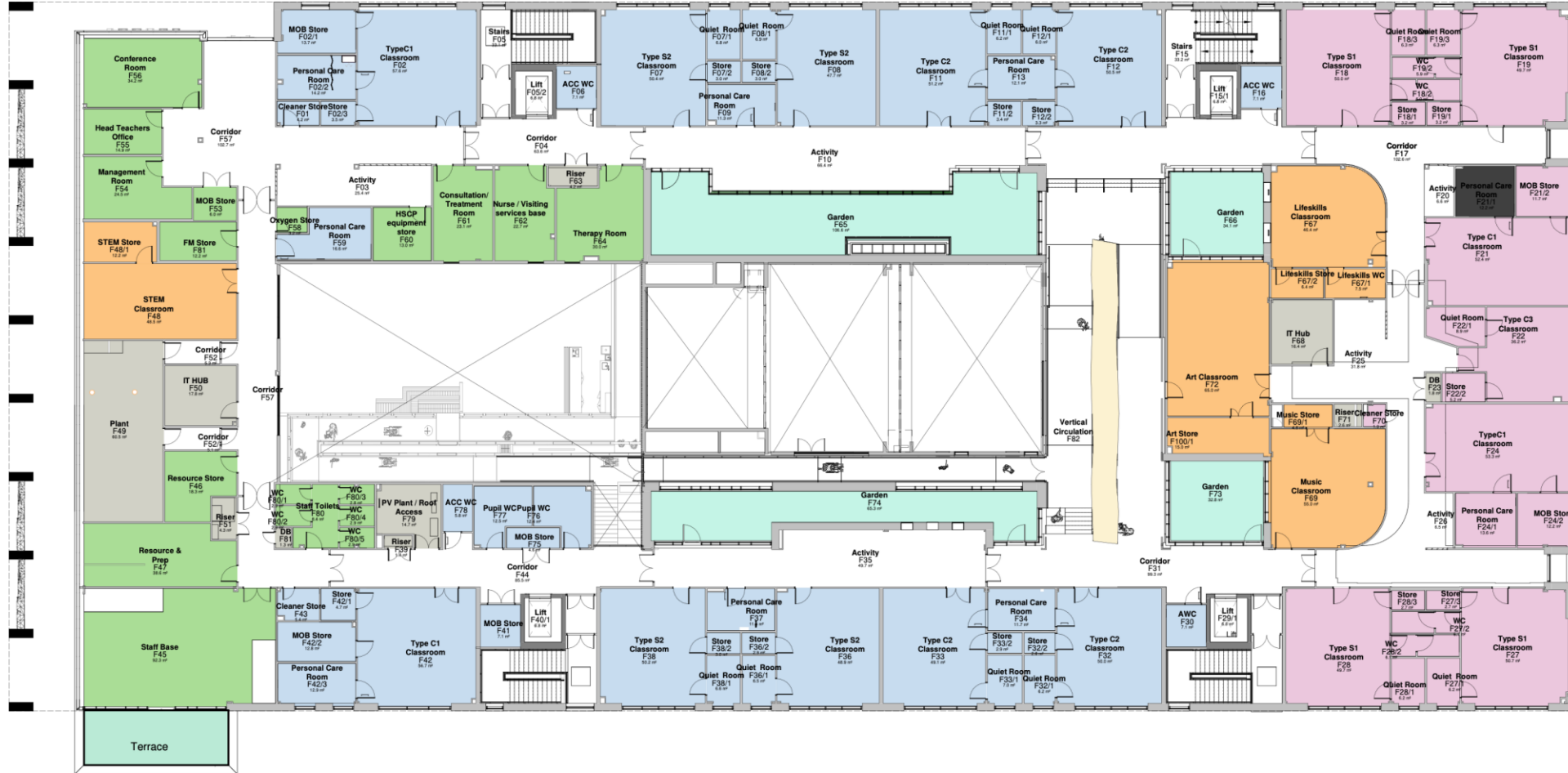
Learning Without Limits

Woodland View School

First Floor

COLOUR KEY

- ADMIN
- PRACTICAL SPACES
- DINING
- TEACHING BLOCK 1
- PLANT
- POOL
- EARLY YEARS
- TEACHING BLOCK 2
- SPORTS
- VERTICAL CIRCULATION
- GARDEN



Learning Without Limits

Woodland View School

A Central Social Heart





Learning Without Limits

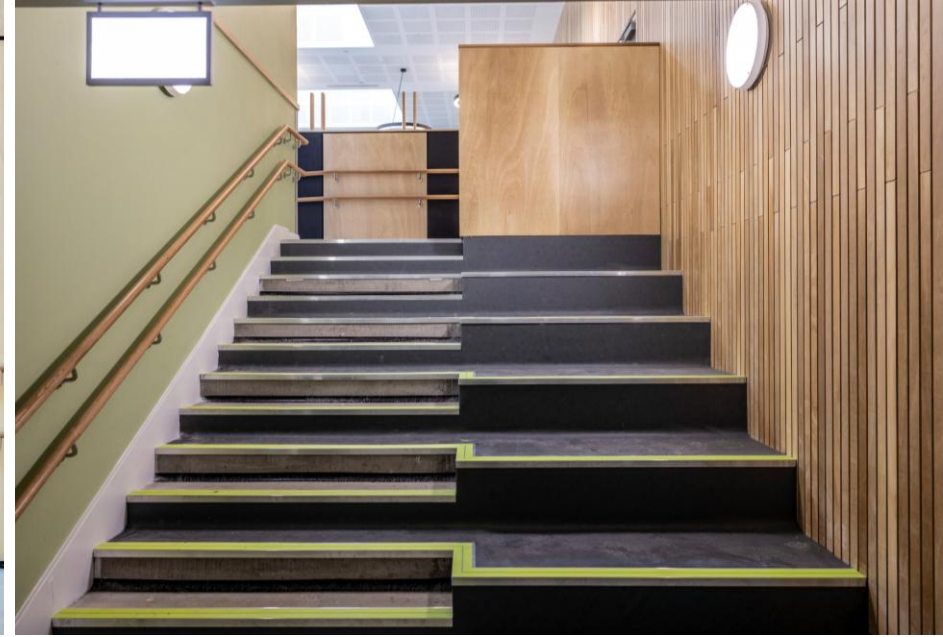
Woodland View School

A Multi-functional Performance Space

Learning Without Limits

Woodland View School

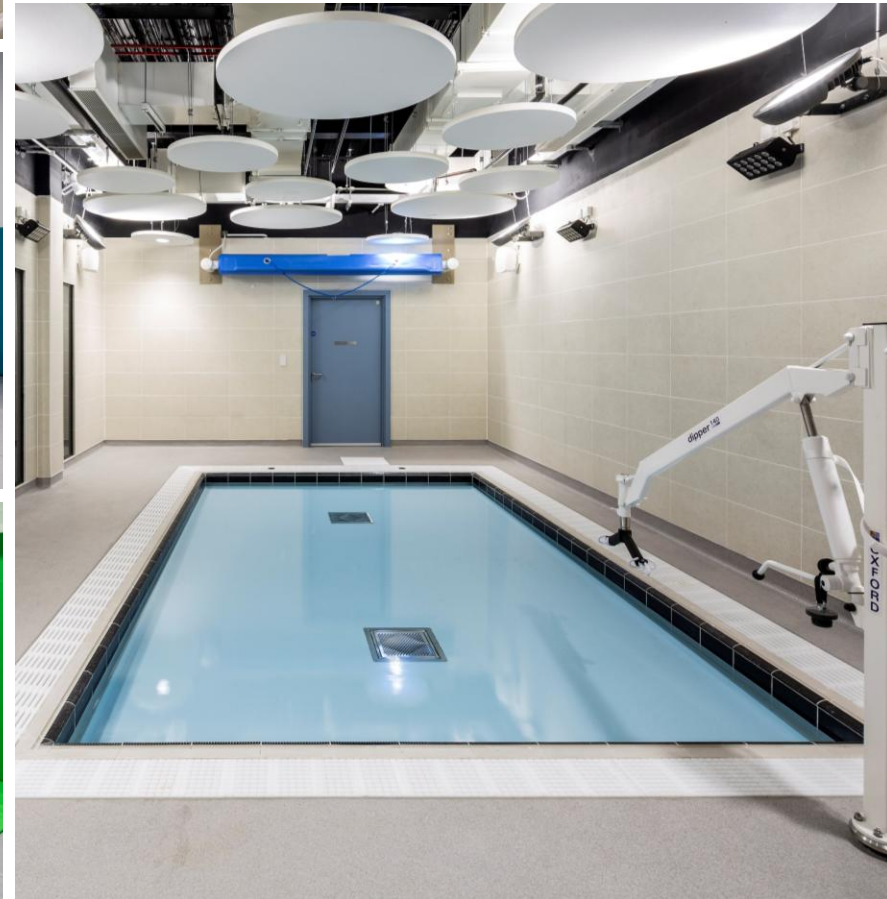
Activity Areas : Social, Emotional & Active Learning



Learning Without Limits

Woodland View School

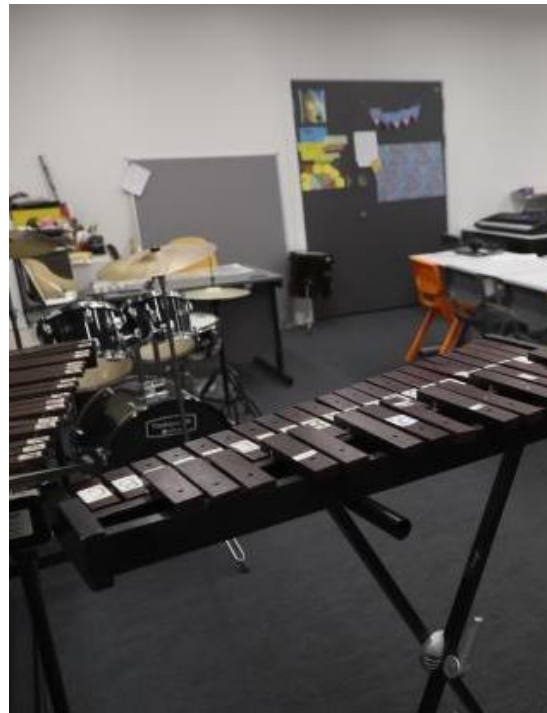
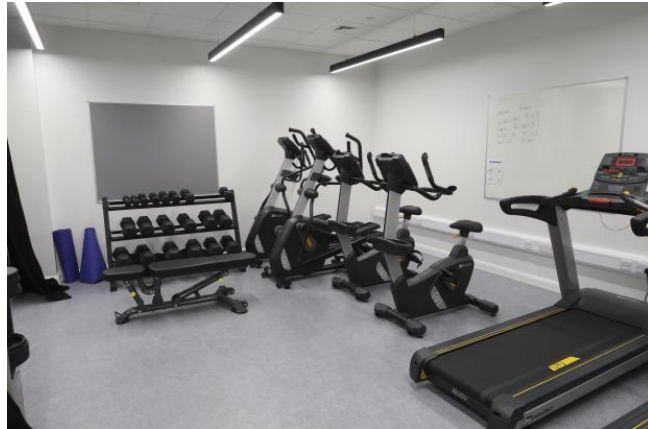
A Variety of Support Spaces



Learning Without Limits

Woodland View School

Practical Learning to Maximise Learning Space





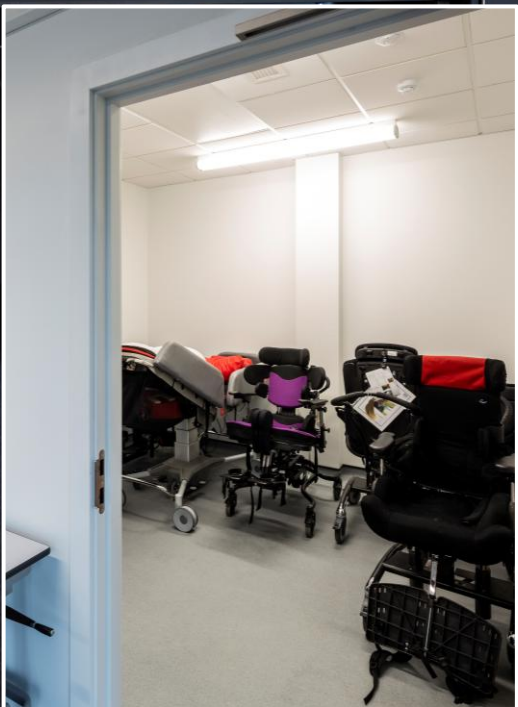
Learning Without Limits

Woodland View School



Learning Without Limits

Woodland View School





NORR

354 Hours...

Flexibility

Choice

Listening



What is Learning Without Limits

A Philosophy for All





Innovative Spaces for Unique Minds - Yeoman Park Academy

Zane Putne
SEND Director

NOVIUN
ARCHITECTS

YEOMAN PARK ACADEMY



We empower.
We respect.
We care.

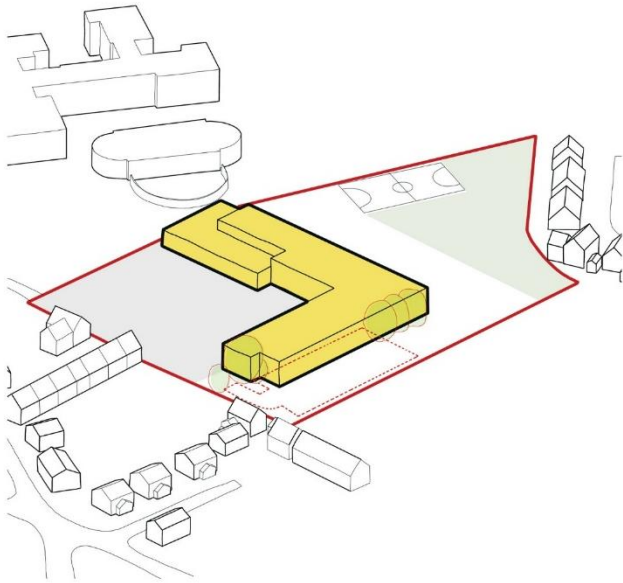
Mansfield Woodhouse,
Nottinghamshire

School had over 7
buildings, including
modular and 1960s
CLASP building

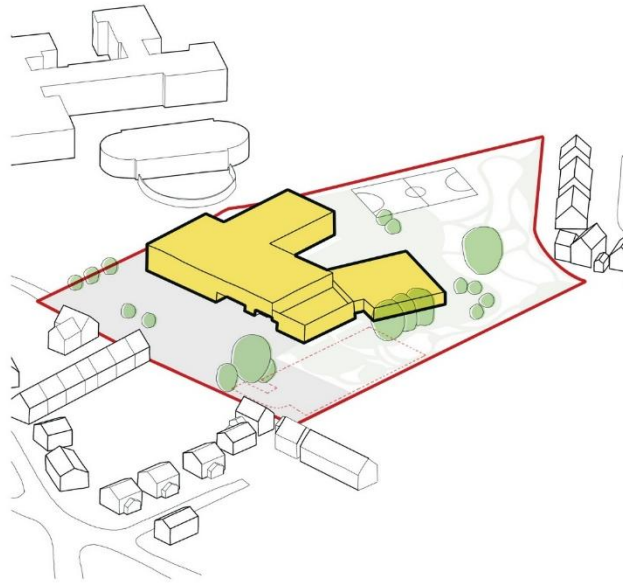
Building between
several other schools



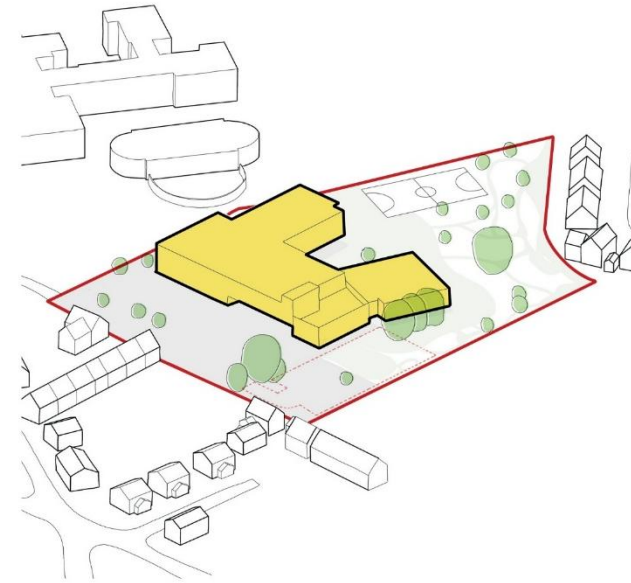
DESIGN DEVELOPMENT



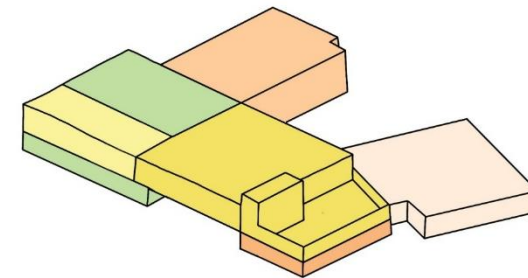
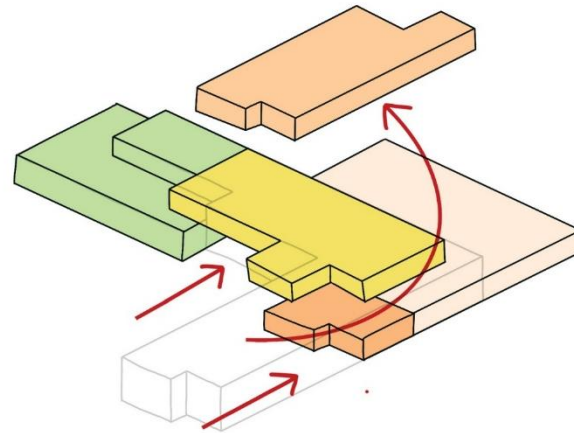
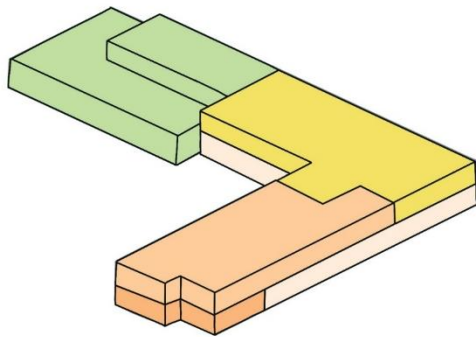
Control Option



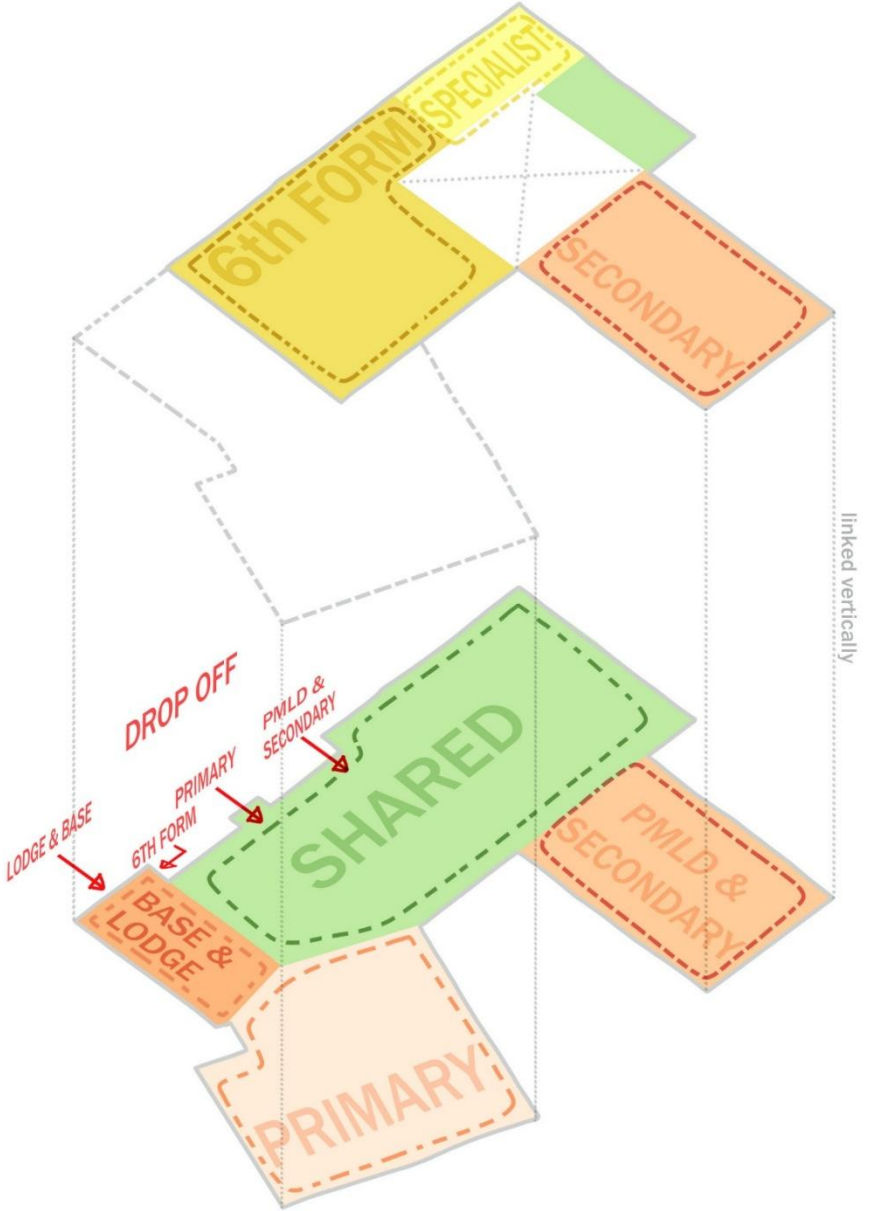
Development at CEM1



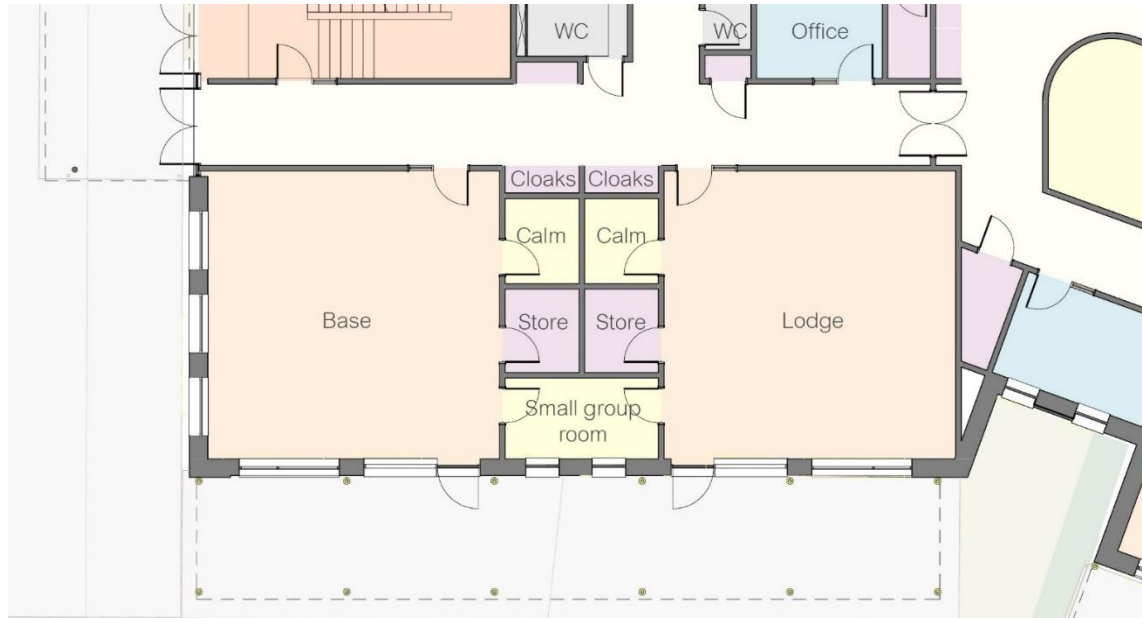
Final Concept Proposal



YEOMAN PARK ACADEMY



BASE AND LODGE



Stage 2 Design



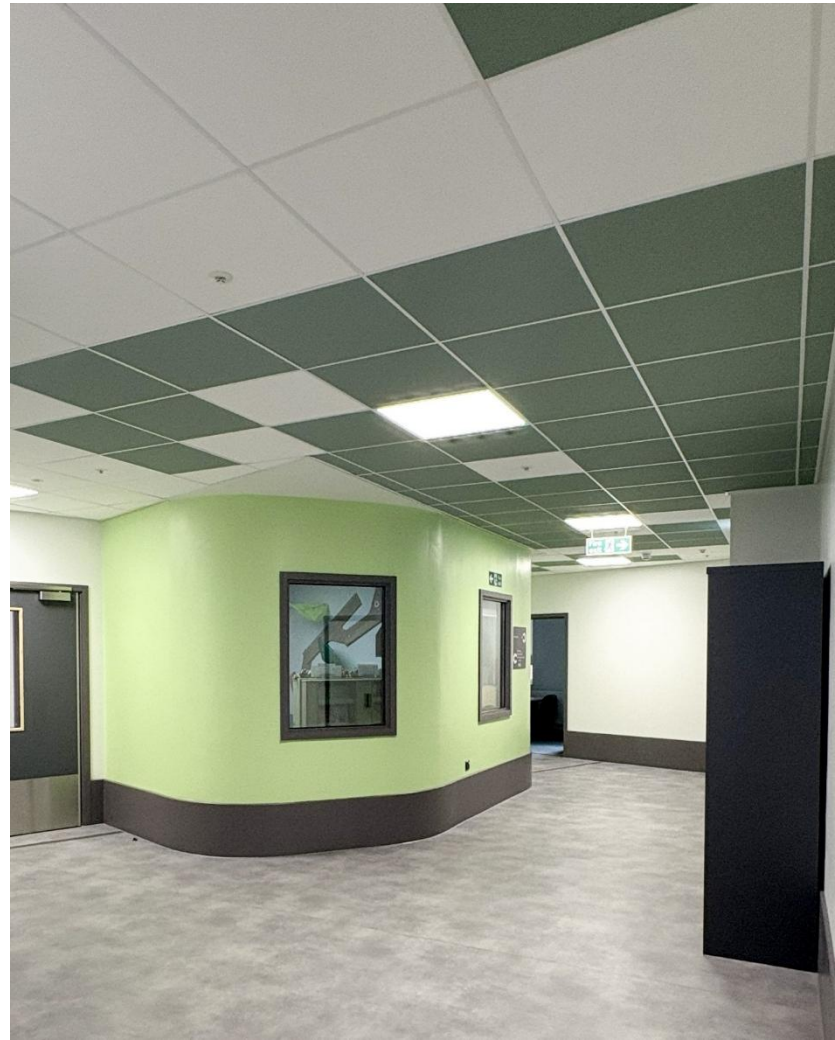
Stage 3 Design



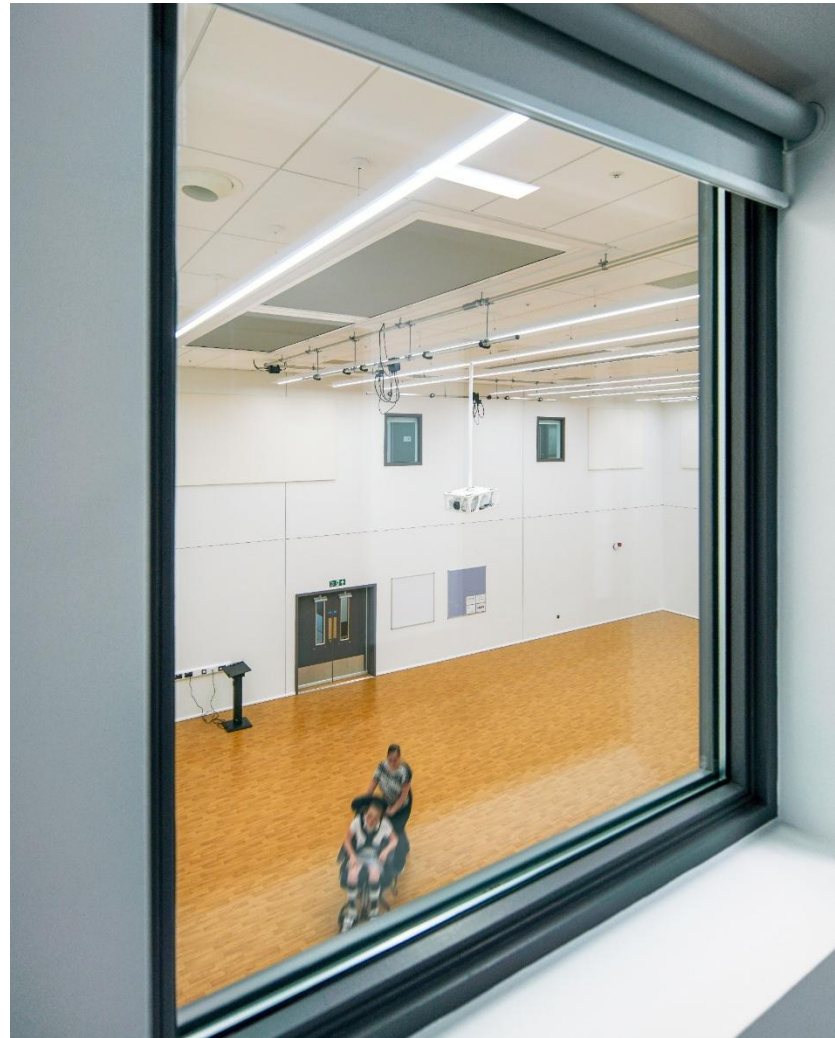
FLEXIBLE CLASSROOMS



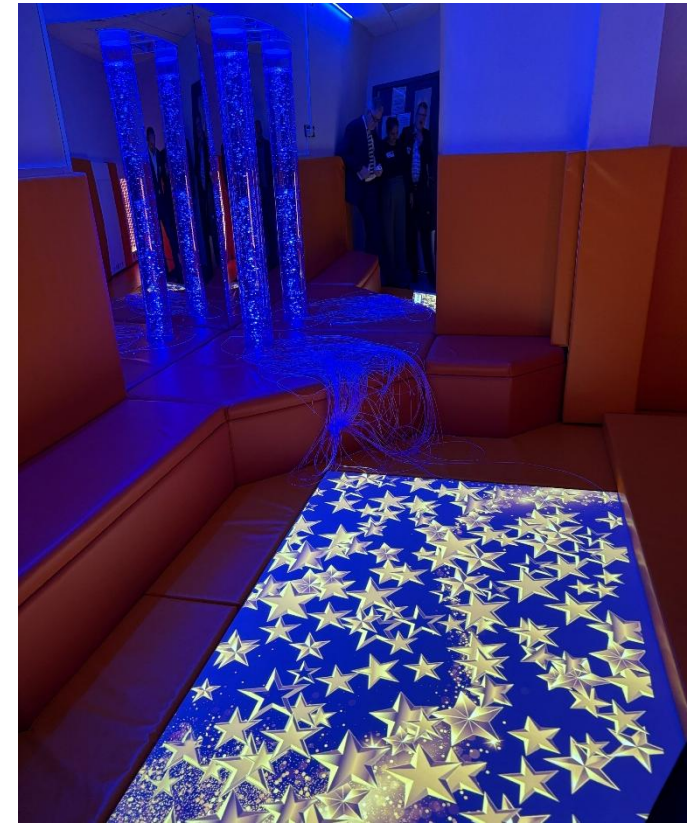
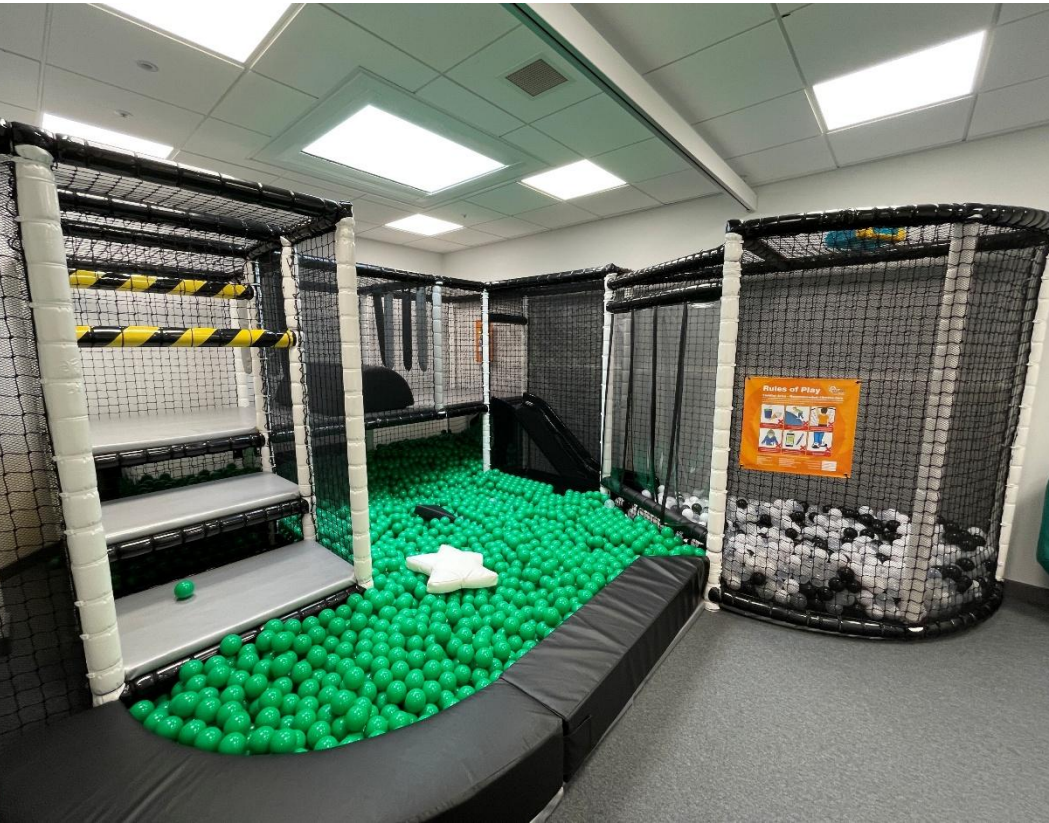
TRANSITION



TRANSITION



SENSORY SUPPORT



SUPPORT



EXTERNAL TERRACE

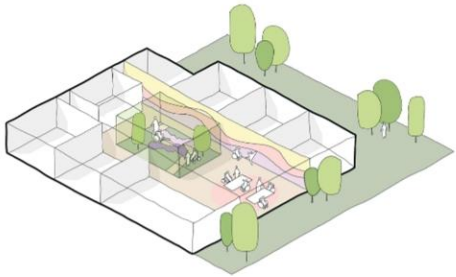


EXTERNAL SPACE VARIETY





SEND Design Guidelines



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ARCHITECTS

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noviun.com

info@noviun.com

Thank you!



Zane Putne
z.putne@noviun.com

