

# DUG Meeting: Winchelsea Special School

## *Workshop 3 – 19<sup>th</sup> May 2009*

*The Design User Group (DUG) is made up of selected staff at the school, student representatives, parent representatives, and professionals supporting us.*

### **Issues identified during discussion**

- 2 Autistic Spectrum Disorder (ASD) bases (one primary, one secondary) are a must; three would be ideal (the third for post-16). The ASD bases are additional classes for severely autistic pupils, and are 'private' spaces – they won't have a changing population and do not need to be linked to the public.
- Performance space must be able to be blacked out, and lit. Linked to main hall?
- Pupil social areas at Winchelsea must be a key focus. Social areas will need to exist within the Key Stage; smaller individual / pod areas off the larger social area, perhaps – a linking area between the cluster and the atrium?
- Numbers confirmed: Early Years / KS1 – 1 classbase (for 12 pupils); KS2 = 4 classbases.
- *Classbases*: every one has a low sensory space (alcove / room off the main classroom). Shared multi-sensory (MS) room – 1 for Early Years, 1 for Key Stage 2, 1 for Key Stage 3, 1 for Key Stage 4/post-16. MS Room have adjacency to the classbases and the appropriate ASD unit. Might MS rooms be 'specialist', or age related? Some discussion around this concluded that perhaps not – issue for school to consider. Within classbases, no need for sensory area.
- Control of flow of children is key. Double handles on doors, magnetic locks on external doors.
- Manorside would like to share the use of MS rooms.
- Public access: reception / entrance; café (linked to life skills, shop); multi-agency area; parents.
- Specialist spaces: capacity of 12 generally.
  - Music: technology / keyboards (secondary); percussion / noisy (primary).
  - Performance: we have 3 or 4 performances in the primary school per annum. Drama space must be able to create changing environments. Performance space and drama space is one.
  - What about Dance? Link to drama, or PE? Dance studio?
  - Des Tech may be started in Key Stage 2, but more likely that the tools used would be brought to the classbase rather than the pupils go to a specialist room.
  - PE hall – 306m<sup>2</sup> for indoor ball sports (BB102 guidance).
  - Life skills = independent living, links to post-16 in particular.
  - Shop at café – enterprise zone, incorporating DT, food tech, art / creativity, music production. Multimedia suite focussed on radio shows, films, other production.
- 2 priorities: life skills; enterprise – all areas should allow that to happen.

- External space: drop-off zone could also be hard play area, designed as a road, to do Bikeability. Separate drop-off from parking.
  - Reaction to images – long corridors not liked; overly bright spaces not liked; display spaces liked; plain ceilings (not 'industrial' ones); wall of storage liked; diffused light liked. Views split over the curvy room.
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**For consideration in advance of, and during, workshop 4:**

- How will the community / co-located / shared outreach spaces look?
- Is there a local, newly built, MLD / ASD special school they could go and see?