INTRODUCTION

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DIRECTOR – HEDE ARCHITECTS PTY LTD, AUSTRALIA

• DISABILITY IN OUR SOCIETY
• THE REACTION
• CASE STUDIES | AUSTRALIA
   | SCANDINAVIA
   | USA
• DISCUSSION
DISABILITY IN OUR SOCIETY
THE COMMUNITY RESPONSE

HOW DOES SOCIETY VIEW IT?

• Disability is a part of society – in Australia
  668,000 are disabled out of a population of 23 million

• It is not an oddity
• It should not involve pity
• Focus should not be on what they can’t do
• It is the parents’ problem

“There are problems with the system, not the children” Senator Sue Boyce, Queensland
DISABILITY IN OUR SOCIETY

THE PARENT’S RESPONSE – THE EARLY YEARS

• Informed at birth
• Slowly observing child
• Missing achievements
• Developing habits
• Let’s go and see what is going on
• Slow acceptance
DISABILITY IN OUR SOCIETY
COMMUNITY RESPONSE
DISABILITY IN OUR SOCIETY
COMMUNITY RESPONSE

• Society Reaction
• Education Response
• Community Response
  • Australia
  • Europe
  • USA
• Education Response
  • USA,
    Break up / diagnosis, US compartmentalization
  • Scandinavia, Australia
  • Early Intervention
  • Formation of a plan
DISABILITY IN OUR SOCIETY
PORT PHILLIP SPECIAL DISABILITY SCHOOL (TRANSITION LEARNING CENTRE)
- EARLY INTERVENTION AND TRANSITION TO POST SCHOOL
DISABILITY IN OUR SOCIETY
SPECIAL SCHOOL, DENMARK

Reused old villa –
Early Years,
Parents Education

Interactive
planning
whiteboard

Break up spaces

Small homelike spaces
## Disability in Our Society

### The School Response

- **Australia**
  - System of Special Schools and integration in mainstream schools
  - Student centred plan

- **Scandinavia**

- **USA**
  - Disabled special schools - “Typical fee of $60,000USD per annum”
  - Integration into mainstream
  - Student centred in part but maintenance of standard curriculum

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**State of Victoria, Australia**

- **Total School Population**
  - 12,000 disabled in regular schools
  - 10,700 in special schools

- **Total School Population**: 565,000
DISABILITY IN OUR SOCIETY

WHAT ABOUT THE PARENTS / SCHOOL RELATIONSHIP

• Parents assisted in acceptance
• Full contact with schools
• Growing engagement with other parents
• School support / education / training
• Schools must commit to this part of their role

“Unfortunately, success at school for a child like mine is at the mercy of number crunchers. But, I was told, we were lucky. The school was allocated funding to support a teacher’s aide for 2.5 hours a week, which is as good as it gets. But not nearly enough.”

Karen Pakula, The Parent
## DISABILITY IN OUR SOCIETY

### COMPARISON OF SETTINGS

<table>
<thead>
<tr>
<th>SPECIALIST</th>
<th>MAINSTREAM</th>
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<tbody>
<tr>
<td>- Curriculum to suit life skills and future</td>
<td>- One size fits all</td>
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<tr>
<td>- Acceptance of student individuality - individual plan</td>
<td>- Supply of aid to assist to meet requirements of inclusion - keep up, catch up</td>
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<td>- Nurture strengths, work of students’ interest</td>
<td>- Increasingly student centred, trying to follow interests – changing pedagogy</td>
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<td>- Seek to reduce weakness</td>
<td>- Seek to fill gaps</td>
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<td>- Life Skills: try to identify options for future life</td>
<td>- Subject based: curriculum geared to academic achievement</td>
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<td>- Create employment opportunities</td>
<td>- Employment base on grades</td>
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<tr>
<td>- Ease student into post school activities, adult centres</td>
<td>- Work Placement</td>
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<tr>
<td>- Nurture friendships</td>
<td>- Not a concern of schools. ‘normal students’ however many are not coping – bullying, depression, alienation.</td>
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DISABILITY IN OUR SOCIETY
COMPARISON OF SETTINGS
- MAINSTREAM SCHOOL DISABLED STUDENTS BASE
- INDIVIDUAL OPTION / COLLECTIVE OPTION

HOMEHOF SECONDARY SCHOOL
DISABILITY IN OUR SOCIETY
COMPARISON OF SETTINGS - SPECIAL SCHOOL
WESTERN AUTISTIC SCHOOL, AUSTRALIA
DISABILITY IN OUR SOCIETY

DESIGN PRINCIPLES FOR ALL STUDENTS

• Analysis of student
• Understanding their disability
• Giving them the training to learn about themselves
• Capacity to learn
• Capacity to cope with the school
• Need for control of environment – Acoustic, hearing
• Behavioural problems
• Time out
• Stressful situations – areas to calm
  - Indoor
  - Outdoor

QUESTION - Is this really applicable only to disabled students?
DISABILITY IN OUR SOCIETY

DESIGN PRINCIPLES FOR ALL STUDENTS

ITEMS APPLYING TO ALL STUDENTS – NOT JUST DISABLED

- Lack of interest
- Engagement
- Is education system for all so different
- Depression, Inspiration can disable any student
- Individual motivation always required
DISABILITY IN OUR SOCIETY
WHERE IS EDUCATION GOING?
WHAT IS SUCCESS?

Christian Long – 2013 CEFPI Conference in New Zealand
Cannon Design

“Failure is an attitude. Need to break things to create NEW”.

• Need to prepare young people for LIFE.

“Get comfortable with NOT QUITE RIGHT. Fail better, fail faster.”

• How do students go right through school and end up disillusioned, isolated

• Autistic students went right through mainstream yet only discovered as adults when at home – isolated, no activity, no friends.

• Evaluation to be based on engagement with student, get them to initiate learning, give them tools for learning, offer support, understanding, link to society.
### CASE STUDIES

**SPECIALIST SETTINGS AND MAINSTREAM**

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<th>AUSTRALIA</th>
<th>SCANDINAVIAN</th>
<th>USA</th>
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<td>Port Philip SDS</td>
<td>Special School</td>
<td>Gateway School, NYC</td>
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<tr>
<td>Northern School for Autism</td>
<td>Homehof Secondary School</td>
<td>Learning Spring School, NYC</td>
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<td>Western Autistic School</td>
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<td>St Colletta School, Washington DC</td>
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<td>Eastern Ranges School</td>
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<td>Merriang Specialist School</td>
<td>Svenska Skolan School for Blind</td>
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<td>- Masterplan &amp; Stages</td>
<td>Saunalahden Koulo Espoo</td>
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<td>- Stage 1</td>
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<td>Berandale / Katandra Special School</td>
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AUSTRALIA
PORT PHILLIP SPECIALIST SCHOOL

An Arts based curriculum
Fully serviced school model

- Bridge linking first floor
  - University of Melbourne – Teacher Training

- Support Services
  - Physio / Speech / Occupation
  - Dental Surgery
  - Parents / Staff Resources Room
  - ICT Centre

- Full Arts Based Curriculum
AUSTRALIA

PORT PHILLIP SPECIALIST SCHOOL

Stage 4 Works
An Arts based curriculum
AUSTRALIA

An Arts based curriculum

PORT PHILLIP SPECIALIST SCHOOL

This involved the design & construction of a new Performing Arts Centre. New spaces included a Performing space, Kitchen, Drama, Music & Art Rooms & Homecrafts Area.
This is a new building Hede Architects have designed for the Port Phillip Specialist School. It contains three large classrooms as well as senior student spaces & an Early Learning Centre.
AUSTRALIA

NORTHERN SCHOOL FOR AUTISM

2013 AUSTRALASIAN CEFPI

– BEST BUILDING OF CONFERENCE - WINNER
– NEW CONSTRUCTION - WINNER
Between 2003 and 2011, the number of children in NSW public schools (a state of Australia) designed with autism quadrupled from 2,000 to more than 8,000.
AUSTRALIA
NORTHERN SCHOOL FOR AUTISM
AUSTRALIA

NORTHERN SCHOOL FOR AUTISM

EACH LEARNING AREA HAS THE FOLLOWING CHARACTERISTICS

1. MAIN LEARNING AREA (INTERMEDIATE)
   A learning space with a store to enable the amount of furniture and equipment to be controlled by teachers. (Students can use objects aggressively)

2. WITHDRAWAL ROOM (QUIET LEARNING)
   A withdrawal room which could be for quieter learning by 1 or 2 students or alternatively a calming room for an agitated or anxious student.

3. OUTDOOR WITHDRAWAL ZONE
   The learning area has access direct to an outside space for self calming

4. UNDERCOVER AREA (ROOFLINE)
   Under cover but with no sun access and access to the subschool space.

5. OUTDOOR PLAY AREA
   The outdoor spaces were deliberately free from trees and landscaping due to student’s propensity to eat/destroy them. However, bike riding, climbing and sand play are highly enjoyed by students. The play directly connects to each learning area as well as central toilets and passages.

6. CIRCULATION
   Little distraction from the access passage. However the design of all learning areas had alternative means of escape for staff and students from all rooms.

7. INDEPENDENT ACCESS AND PLAN
   Access to toilets for students/staff from building independent of learning areas
AUSTRALIA

NORTHERN SCHOOL FOR AUTISM

- Solar Access
- Reduced mechanical electrical needs in classroom
- Energy Efficiency
- Calmer more natural environment
AUSTRALIA

NORTHERN SCHOOL FOR AUTISM
Design Principles

- Break up into sub schools
- Natural light
- Separation
- Calming indoor / Outdoor
- Calm colour
- Progression through support life skills
- Safety for teachers with exit routes, supported therapists close by
AUSTRALIA
WESTERN AUTISTIC SCHOOL
2011 AUSTRALASIAN CEFPI – NEW CONSTRUCTION - WINNER
AUSTRALIA
WESTERN AUTISTIC SCHOOL

Exploration of Learning Configurations
AUSTRALIA

WESTERN AUTISTIC SCHOOL
AUSTRALIA

WESTERN AUTISTIC SCHOOL

8+ Pod Plan
Learning Space within Pod

Central Pod Space

Learning Space within Pod
AUSTRALIA
WESTERN AUTISTIC SCHOOL
2011 AUSTRALASIAN CEFPI – BEST NEW SCHOOL - WINNER
AUSTRALIA  WESTERN AUTISTIC SCHOOL

Foyer / Reception

Colour coded corridors
AUSTRALIA

WESTERN AUTISTIC SCHOOL

Central Courtyard

- Rounded spaces for safety
- Faces in façade
- Bicycle play highly used by autistic students

Pod Outdoor Play
AUSTRALIA

EASTERN RANGES SCHOOL

MODEL FOR REUSE / CHANGE TO EXISTING
AUSTRALIA  EASTERN RANGES SCHOOL

Recycled classrooms
Parents’ Support Spaces / Information
Typical learning area, indoor / outdoor
Sub school breakup
Respite Care after hours
Indoor / outdoor play & learning / life Skills training
Community use on weekends
AUSTRALIA
MERRIANG SPECIALIST SCHOOL
AUSTRALIA
MERRIANG SPECIALIST SCHOOL

Junior sub school
Indoor / outdoor calming and learning

Senior sub school
AUSTRALIA

MERRIANG SPECIALIST SCHOOL

Typical learning area – kitchenette, indoor outdoor, time out
AUSTRALIA

WESTBOURNE GRAMMAR SCHOOL

Reggio Emilia –
Disabled friendly design
AUSTRALIA
WESTBOURNE GRAMMAR SCHOOL

Nooks / Reading Corner / Free Play / Learning Child Initiated
Free arrangements of space offering disabled children spaces that suit them
AUSTRALIA BERENDALE KATANDRA SPECIAL SCHOOL

New school added to life skills training centre

Sub school layout / indoor outdoor / support central / life & employment skills
SCANDINAVIA

SPECIAL SCHOOL, DENMARK

1. Early years preparation
2. Easing students into school
3. Parents drop in
School offering base to disabled students in spare school spaces
SCANDINAVIA

HOMEHOF SECONDARY SCHOOL

Denmark
Mainstream School

- Student Modulated Inclusion
- Mood & brain education for disabled student
- A range of spaces controlled by the students
SCANDINAVIA

SPECIALISTERN, DENMARK

- Adults with Autism
- Special Unique Skills offered
- Training “consultants” - Order
- Hoping for 5000 placements

- Lego success story
- Ultimate success is an employed place
- Operating 13 countries
SCANDINAVIA

SPECIALISTERN, DENMARK

Student winning entries
SCANDINAVIA HELLEROD SCHOOL, DENMARK

A new type of school

Variable student
Controlled spaces
SCANDINAVIA  HELLEROD SCHOOL, DENMARK

The learning stair  Optional Breakout
SCANDINAVIA

SVENSKA SKOLAN SCHOOL FOR BLIND, FINLAND

A school and residence for the blind in an apartment building
SCANDINAVIA

SVENSKA SKOLAN SCHOOL FOR BLIND, FINLAND

Striped floors

Sound & colour control
SCANDINAVIA  SVENSKA SKOLAN SCHOOL FOR BLIND, FINLAND

Parents / students live in – convertible building
A new type of school
SCANDINAVIA

SAUNALAHDEN KOULU,
ESPOO FINLAND
SCANDINAVIA  SAUNALAHDEN KOULU, ESPOO FINLAND

- 32 disabled students currently attending
- A base room for them centred in the school
SCANDINAVIA

SAUNALAHDEN KOULU, ESPOO FINLAND

Typical classroom
 Longer and flexible space

Corridor relax / learning
USA

GATEWAY SCHOOL, NEW YORK CITY

Entry / stair transition

Reading nook

Central hub to space between learning sub groups

Private special school concentrating on language and learning

Stair from below
USA GATEWAY SCHOOL, NEW YORK CITY

Red nook

Reading nook

Indoor gym

Capacity for students to withdraw / calm
USA

GATEWAY SCHOOL, NEW YORK CITY

Grandstand space – perimeter meshing

Individual learning in classroom
Group learning in grandstand

Classroom – blackboard rubber feet

Indoor gym
A private fee paying school that offers full curriculum and interacts with mainstream schools

Social development a priority
USA

LEARNING SPRING, NEW YORK CITY

Classroom

Display nook
USA

LEARNING SPRING, NEW YORK CITY

Time out

Therapy

Laboratory
“Packet of fun stuff”

Support for social learning relationship development

Skyscraper Art

Students reflect surroundings
USA

ST COLLETTA, WASHINGTON DC

Streetscape imagery

Indoor / Outdoor / Food growing

A private not for profit school for highly disadvantaged disabled students
USA

ST COLLETTA, WASHINGTON DC

Teaching via Life Skills ‘Themes’
USA

ST COLLETTA, WASHINGTON DC

Halls of wisdom imagery

Typical learning areas
QUESTIONS
IS IT TIME TO LOOK BEYOND DISABILITY AS A QUESTION OF ACCESS

The Issues
• Emotional access
• Anxiety reduction
• Ability to play a part in a group

Specialist versus inclusion

Is this really applicable only to disabled students?

Relationship Education

Disabled Student Control of Inclusion with Support

Parents of Disabled – their support and education

See the Positive Skills of the Disabled
SPACE PLANNING FOR INCLUSION FOR MAINSTREAM SCHOOL
RECOMMENDED SUB SCHOOL STRUCTURE

- Typical Mainstream Learning Area
  - Potential for subdued space
  - Light and distraction control for disabled/other
  - Potential smaller associated space for calming, withdrawal

- Disabled student control
  - Level of inclusion
  - Controlled environment for individual student

- Hub
  - Central location
  - Parent access
  - Drop off arrival
  - Departure access

- Support
  - Relax
  - Calm
  - Learn
  - Support
  - Privacy
  - Familiarity

- Acoustic/distraction control

- Disabled student led
  - Use of space enabling student engagement