

Design Process.

4.3 Building Location and Site Evolution.

Development of the landscape masterplan has been a highly iterative process between the educational operator including head teacher and Outdoor Learning Area manager, Kirklees Council, architecture, ecology, arboriculture, civil engineering, mechanical & electrical engineering, transport and cost planning with the landscape design. To date there have been 26 revisions of the landscape masterplan so as to develop the optimal supportive layout for students welfare, wellbeing and operational requirements.



Design Process.

4.4 Schedule of Accommodation.

Gross Internal Floor Area - **3,563m²**

Gross External Floor Area - **3,974 m²**

| | | | | | | | | | |
|---------------------------|------|--|------|--------|-------|------|--------|-------|--|
| SEMh SCHOOL, DEIGHTON | | | | | | | | | |
| 21004-FSA-01-XX-SA-A-1001 | | | | | | | | | |
| Rev 10 | | | | | | | | | |
| SCHEDULE OF ACCOMMODATION | | | | | | | | | |
| BASED ON 132 PUPILS | | | | | | | | | |
| BASIC TEACHING AREA | | | | | | | | | |
| REF: | NO.: | TYPE | AREA | NUMBER | TOTAL | AREA | NUMBER | TOTAL | |
| | | GENERAL TEACHING | 60 | 1 | 60 | 60 | 1 | 60 | |
| | | KS1 CLASSROOM | 60 | 5 | 300 | 60 | 5 | 300 | |
| | | KS2 CLASSROOM | 60 | 4 | 240 | 60 | 4 | 240 | |
| | | KS3 CLASSROOM Y7 & Y8 | 48 | 2 | 96 | 48 | 2 | 96 | |
| | | KS4 CLASSROOM | 48 | 4 | 192 | 48 | 4 | 192 | |
| | | KS5 CLASSROOM | 48 | 1 | 48 | 48 | 1 | 48 | |
| | | PRACTICAL SPACES | | | | | | | |
| | | GENERAL SCIENCE LAB | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | GENERAL ART ROOM | 0 | 1 | 0 | 0 | 1 | 0 | |
| | | DESIGN TECHNOLOGY | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | GENERAL FOOD TECHNOLOGY | 69 | 1 | 69 | 69 | 1 | 69 | |
| | | MUSIC / MOVEMENT / DRAMA | 40 | 1 | 40 | 40 | 1 | 40 | |
| | | VOCATIONAL AREA | | | | | | | |
| | | HAIR AND BEAUTY / PRESENTATION | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | SMALL MULTI-PURPOSE SPACE | 30 | 1 | 30 | 28 | 1 | 28 | |
| | | MULTI-SKILLS WORKSHOP (CONSTRUCTION & DT COMBINED) | 100 | 1 | 100 | 105 | 1 | 105 | |
| | | THE FARM ANIMAL HUSBANDRY (CLASSROOM) | 69 | 1 | 69 | 69 | 1 | 69 | |
| | | TOTAL | | | 1244 | | | 1247 | |
| LARGE SPACES | | | | | | | | | |
| | | MAIN HALL / SPORTS HALL | 258 | 1 | 258 | 258 | 1 | 258 | |
| | | FITNESS ROOM | | | | | | | |
| | | CONTROL ROOM (TO MAIN HALL / SPORTS HALL) | | | | | | | |
| | | DINING AND SOCIAL AREAS | | | | | | | |
| | | DINING AREA for KS3 | 30 | 1 | 30 | 32 | 1 | 32 | |
| | | DINING AREA for KS4 | 30 | 1 | 30 | 42 | 1 | 42 | |
| | | DINING AREA for KS5 | 15 | 1 | 15 | 15 | 1 | 15 | |
| | | TOTAL | | | 333 | | | 347 | |
| LEARNING RESOURCE AREAS | | | | | | | | | |
| | | LEARNING RESOURCE | | | | | | | |
| | | LIBRARY RESOURCE CENTRE KS1/2 | 15 | 1 | 15 | 14 | 1 | 14 | |
| | | LIBRARY RESOURCE CENTRE KS3/4/5 | 25 | 1 | 25 | 21 | 1 | 21 | |
| | | SMALL GROUP ROOM (1 to 1) | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | CREATIVE ART | | | | | | | |
| | | KILN ROOM | | | | | | | |
| | | RECORDING ROOM | | | | | | | |
| | | POST 16 | | | | | | | |
| | | CAFE | 0 | 0 | 0 | 10 | 1 | 10 | |
| | | THERAPY SPACES | | | | | | | |
| | | SOFT PLAY KS1/2 | 20 | 1 | 20 | 20 | 1 | 20 | |
| | | SWING ROOM KS3/4 | 20 | 1 | 20 | 0 | 0 | 0 | |
| | | BALL ROOM KS3/4 | 24 | 1 | 24 | 24 | 1 | 24 | |
| | | RECOVERY / QUIET ROOM KS1/2 | 8 | 1 | 8 | 8 | 2 | 16 | |
| | | RECOVERY QUIET ROOM KS3/4/5 | 8 | 3 | 24 | 8 | 4 | 32 | |
| | | RECOVERY QUIET ROOM VOCATIONAL | 0 | 0 | 0 | 8 | 1 | 8 | |
| | | MEDICAL NURSES ROOM | 15 | 1 | 15 | 15 | 1 | 15 | |
| | | THERAPY (INTERVENTION) ROOM | 9 | 8 | 72 | 9 | 7 | 63 | |
| | | DISCOVERY / IMMERSIVE / SENSORY ROOM | 20 | 2 | 40 | 20 | 2 | 40 | |
| | | TOTAL | | | 263 | | | 263 | |
| STAFF AND ADMIN AREAS | | | | | | | | | |
| | | ADMIN SUITE | | | | | | | |
| | | RECEPTION | 25 | 1 | 25 | 19 | 1 | 19 | |
| | | ADMIN OFFICE | 20 | 1 | 20 | 19 | 1 | 19 | |
| | | HEADS OFFICE | 15 | 1 | 15 | 17 | 1 | 17 | |
| | | DEPUTY HEAD OFFICE | 7 | 1 | 7 | 9 | 1 | 9 | |
| | | PREMISES MANAGER | 7 | 1 | 7 | 8 | 1 | 8 | |
| | | MEETING / TRAINING ROOM | 24 | 1 | 24 | 24 | 1 | 24 | |
| | | VISITING PROFESSIONAL'S OFFICE / ASSESSMENT | 15 | 1 | 15 | 15 | 1 | 15 | |
| | | STAFF ROOM | 30 | 2 | 60 | 37 | 1 | 37 | |
| | | OFFICES | 0 | 0 | 0 | 12 | 2 | 24 | |
| | | STAFF WORK ROOM | 20 | 2 | 40 | 21 | 1 | 21 | |
| | | STAFF WORK ROOM | 0 | 0 | 0 | 15 | 1 | 15 | |
| | | INTERVIEW / PARENTS ROOM | 10 | 1 | 10 | 10 | 1 | 10 | |
| | | SICK BAY | 4 | 1 | 4 | 4 | 1 | 4 | |
| | | PARENTS ROOM | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | TOTAL | | | 227 | | | 222 | |
| STORAGE AREAS | | | | | | | | | |
| | | TEACHING STORAGE | | | | | | | |
| | | COATS & BAGS KS1 / 2 | 3 | 6 | 18 | 3 | 6 | 18 | |
| | | COATS & BAGS KS3/4 & 5 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | GENERAL TEACHING RESOURCES KS1/2/3 | 2 | 16 | 32 | 2 | 12 | 24 | |
| | | GENERAL TEACHING RESOURCES KS4/5 | 0 | 0 | 0 | 12 | 1 | 12 | |
| | | CONSTRUCTION / DT STORE | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | MUSIC / DRAMA STORE | 8 | 1 | 8 | 12 | 1 | 12 | |
| | | FOOD TECH STORE | 5 | 1 | 5 | 9 | 1 | 9 | |
| | | HAIR AND BEAUTY STORE | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | ART STORE | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | LIBRARY STORE | 4 | 1 | 4 | 0 | 1 | 0 | |
| | | PE STORE | 30 | 1 | 30 | 30 | 1 | 30 | |
| | | BOOT ROOM (FARM) | 6 | 1 | 6 | 8 | 1 | 8 | |
| | | FARM STORE | 8 | 1 | 8 | 10 | 1 | 10 | |
| | | EXAM STORE | 6 | 1 | 6 | 6 | 1 | 6 | |
| | | NON-TEACHING STORAGE | | | | | | | |
| | | FURNITURE STORE | 12 | 1 | 12 | 12 | 1 | 12 | |
| | | EXTENDED COMMUNITY USE | 0 | 0 | 0 | 0 | 0 | 0 | |
| | | VISITING PROFESSIONAL'S STORE | 2 | 1 | 2 | 2 | 1 | 2 | |
| | | MEETING / TRAINING ROOM STORE | 2 | 1 | 2 | 4 | 1 | 4 | |
| | | ADMIN STORE | 4 | 1 | 4 | 4 | 1 | 4 | |
| | | CENTRAL TEACHING RESOURCE | 10 | 1 | 10 | 13 | 1 | 13 | |
| | | PREMISES STORE | 9 | 1 | 9 | 9 | 1 | 9 | |
| | | CLEANERS STORE(S) | 2 | 4 | 8 | 2 | 4 | 8 | |

SEMh SCHOOL, DEIGHTON

21004-FSA-01-XX-SA-A-1001

Rev 10

SCHEDULE OF ACCOMMODATION

BASED ON 132 PUPILS

| |
|------------|
| FRANK |
| SHAW |
| ASSOCIATES |
| LIMITED |
| ARCHITECTS |

BASIC TEACHING AREA

SCHOOL MTG 2

SCHOOL MTG 4

| REF: | NO.: | TYPE | AREA | NUMBER | TOTAL |
|------|------|------------------------------|------|--------|-------|
| | | GENERAL STORE (GF) | | | |
| | | PE STORE EXTERNAL | 15 | 1 | 15 |
| | | EXTERNAL STORE (MAINTENANCE) | 10 | 1 | 10 |
| | | TOTAL | | | 202 |

| AREA | NUMBER | TOTAL |
|------|--------|-------|
| 6 | 1 | 6 |
| 6 | 1 | 6 |
| 6 | 1 | 6 |
| | | 207 |

TOTAL NET AREA

2,269

2,286

NON-NET AREA

| | | | | | |
|--|--|----------------------------------|-------|------|-------|
| | | KITCHEN | | | |
| | | KITCHEN PREP (WITH TROLLEYS) | 75 | 1 | 75 |
| | | SERVERY (KS3 DINING) | 10 | 1 | 10 |
| | | KITCHEN OFFICE / ADMIN | 6 | 1 | 6 |
| | | KITCHEN CHANGING / WC AREA | 4 | 1 | 4 |
| | | KITCHEN FOOD STORE | 6 | 1 | 6 |
| | | REFUSE STORE | 6 | 1 | 6 |
| | | KITCHEN CUSH | 2 | 1 | 2 |
| | | SANITARY AREAS | | | |
| | | PUPIL TOILETS | 3 | 15 | 45 |
| | | PUPIL TOILETS KS1/2 (CLASSROOMS) | 0 | 0 | 0 |
| | | PUPIL TOILETS KS3 (INDIVIDUAL) | 0 | 0 | 0 |
| | | PUPIL TOILETS KS4 (INDIVIDUAL) | 0 | 0 | 0 |
| | | PUPIL TOILETS KS5 (INDIVIDUAL) | 0 | 0 | 0 |
| | | ACCESSIBLE / STAFF TOILETS | 3.5 | 8 | 28 |
| | | STAFF TOILETS INDIVIDUAL | 0 | 0 | 0 |
| | | PUPIL HYGIENE ROOM | 12 | 1 | 12 |
| | | LAUNDRY | 10 | 1 | 10 |
| | | PUPIL CHANGING (HALL) BOYS | 18 | 1 | 18 |
| | | PUPIL CHANGING (HALL) GIRLS | 12 | 1 | 12 |
| | | STAFF CHANGE | 6 | 2 | 12 |
| | | PUPIL LOCKERS | 0 | 0 | 0 |
| | | DRAFT LOBBY | 9 | 1 | 9 |
| | | PLANT | 3.0% | | 68 |
| | | SERVER ROOM | 12.5 | 1 | 12.5 |
| | | SWITCH ROOM / DB BOARDS | 6 | 1 | 6 |
| | | STAIRS | 35 | 4 | 140 |
| | | STAIR 1 | 0 | 0 | 0 |
| | | STAIR 2 | 0 | 0 | 0 |
| | | LIFT | 4 | 2 | 8 |
| | | CIRCULATION | 27.0% | | 613 |
| | | PARTITIONS | % | 3.0% | 68 |
| | | TOTAL | | | 1,170 |

| | | |
|-------|---|-------|
| 60 | 1 | 60 |
| 0 | 0 | 0 |
| 6 | 1 | 6 |
| 4 | 1 | 4 |
| 6 | 1 | 6 |
| 0 | 0 | 0 |
| 2 | 1 | 2 |
| | | |
| 0 | 0 | 0 |
| 3 | 6 | 18 |
| 2.5 | 4 | 10 |
| 2.5 | 3 | 7.5 |
| 2.5 | 2 | 5 |
| 3.5 | 7 | 24.5 |
| 3 | 2 | 6 |
| 12 | 1 | 12 |
| 6 | 1 | 6 |
| 15 | 1 | 15 |
| 9 | 1 | 9 |
| 6 | 2 | 12 |
| 0 | 0 | 0 |
| 8 | 1 | 8 |
| | | |
| 3.3% | | 74 |
| 12 | 1 | 12 |
| 6 | 1 | 6 |
| | | |
| 0 | 0 | 0 |
| 66 | 1 | 66 |
| 46 | 1 | 46 |
| 4 | 2 | 8 |
| 35.0% | | 668 |
| | | |
| 4.5% | | 186 |
| | | |
| | | 1,277 |

TOTAL GROSS INTERNAL FLOOR AREA

3,439

3,663

FRANK
SHAW
ASSOCIATES
LIMITED
ARCHITECTS

Design Process.

4.5 Massing and Form.

The contextual analysis has indicated a preference for a two-story school design, taking into consideration the accommodation requirements outlined in the brief. A significant portion of the required spaces naturally aligns with a ground-floor layout, while the first floor is designated for older individuals. As a result, the design for the new school must harmoniously blend single and two-story architectural elements to create a cohesive structure

The building ascends gradually from the point of arrival at the site entrance towards the centre of the site and steps back down in the northern direction,. This design approach serves the dual purpose of mitigating the visual impact of a large two-story structure and introduces a varied building sky line.

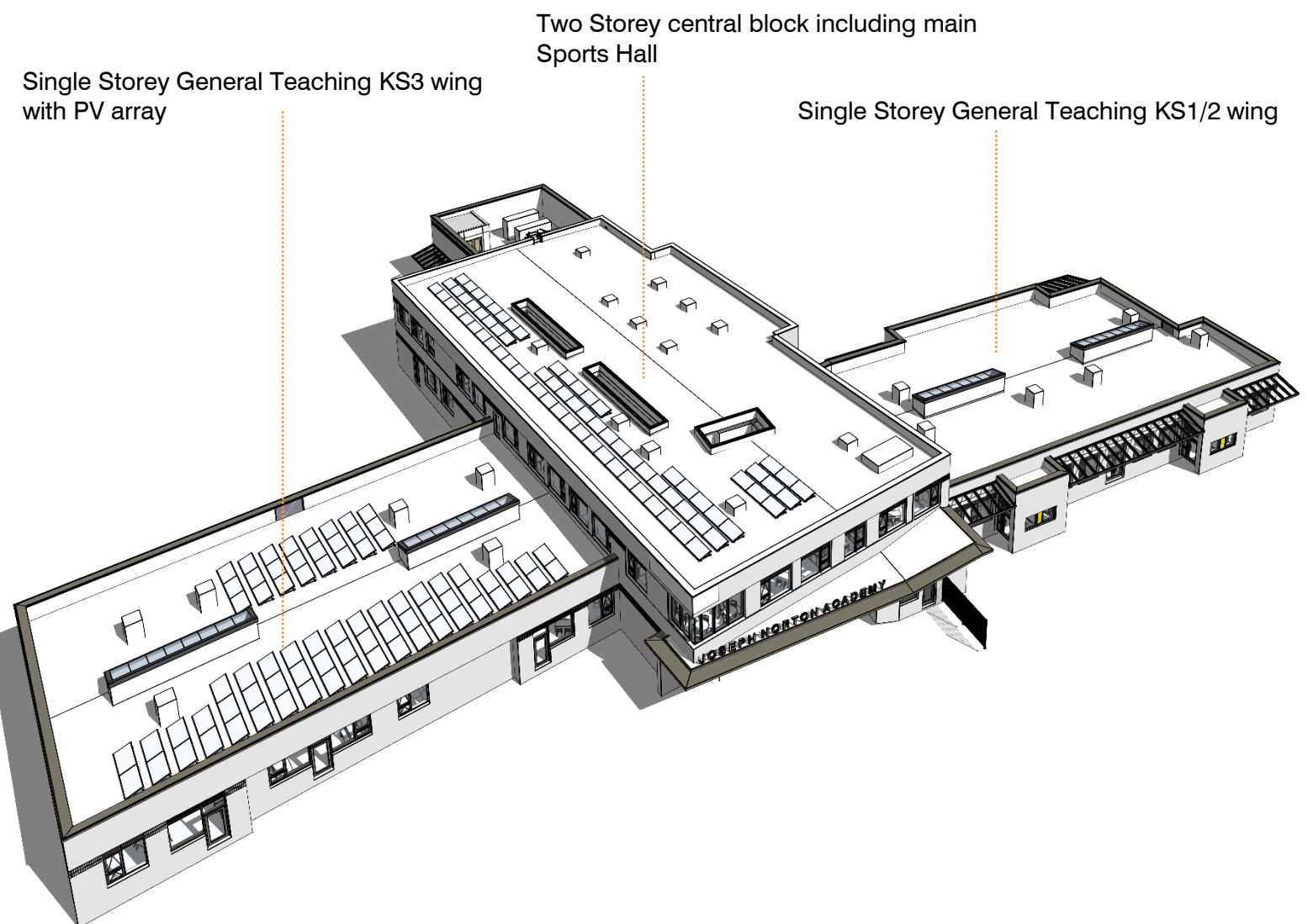
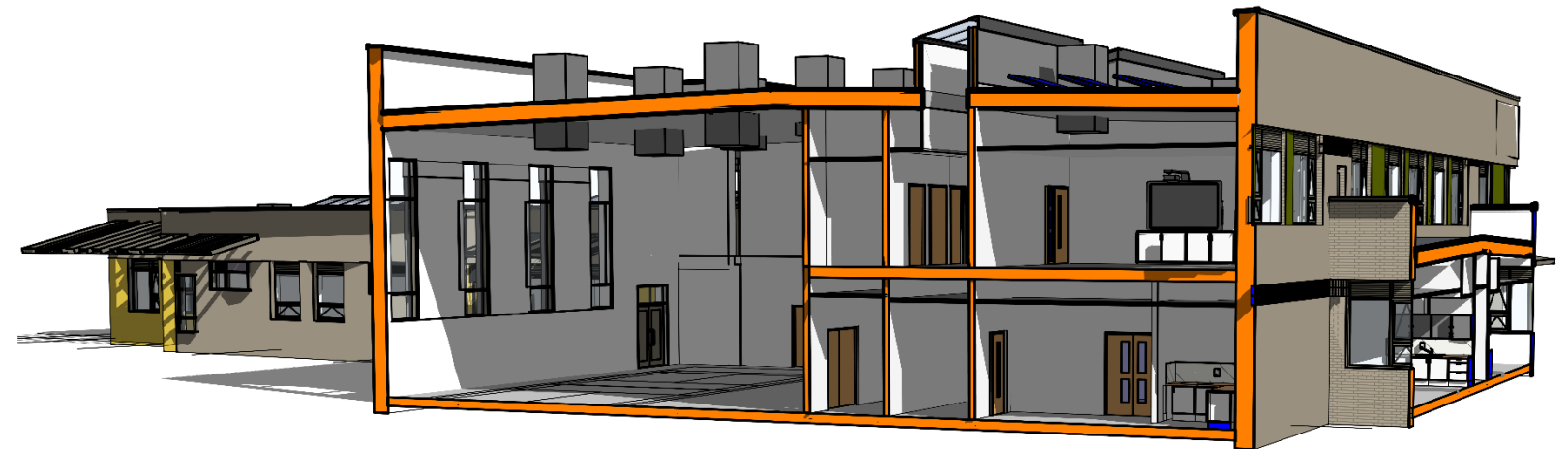
The desired outcome of this design strategy is to present the school as a cluster of buildings with an organic and rural aesthetic, rather than a singular monolithic structure. Further details regarding the proposed elevations and drawings, as well as a comprehensive analysis of the building's massing, can be found for reference.

Design Criteria

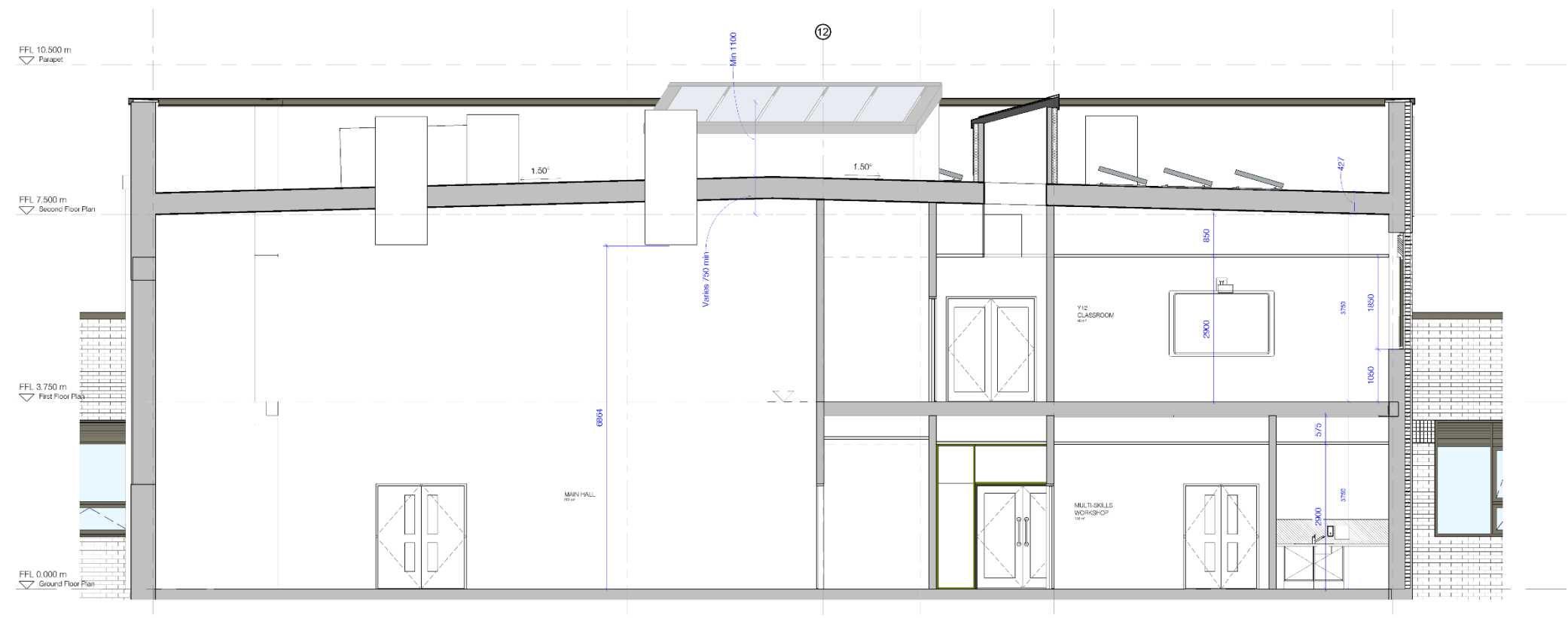
- Front facing elevation is key to design quality and school identity
- Aspirational design for students to have 'ownership' of the school as a place
- Simple clearly articulated building forms.
- Well-proportioned elevations and high quality materials and detailing,
- Avoid overly complex forms with fussy decorative features.
- Not institutional in appearance

Practical requirements

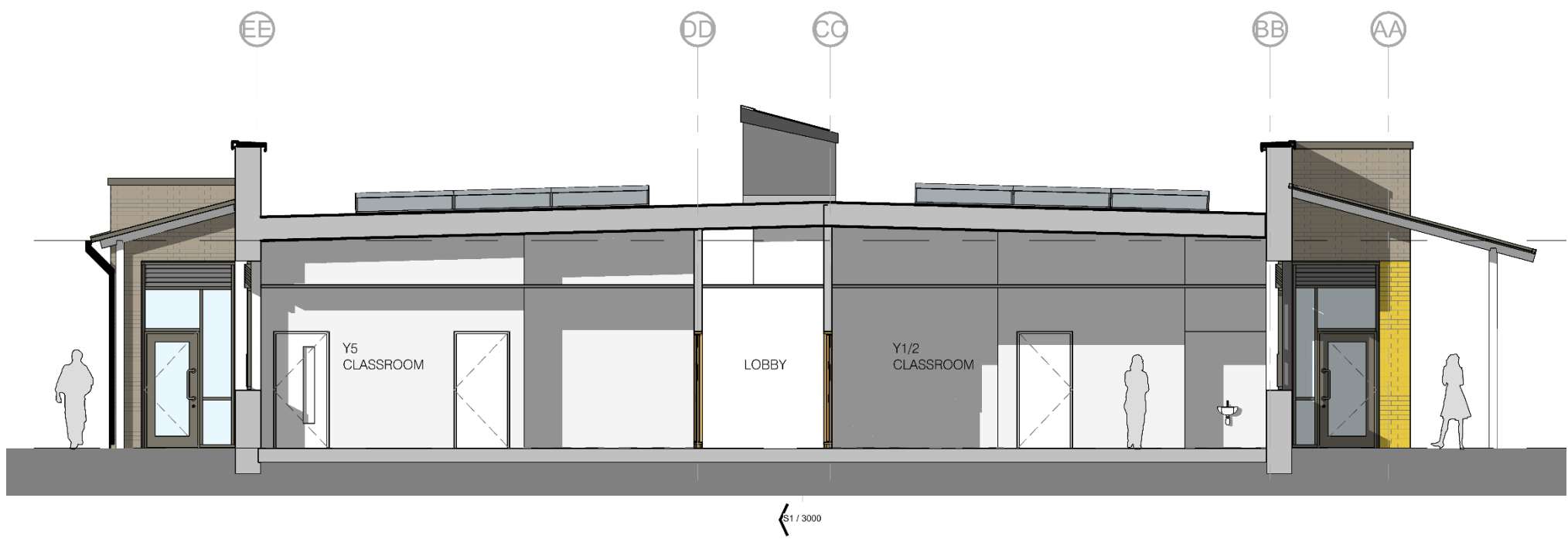
- Limited two storey elements due to safe guarding issues
- Roofs to reduce climbing appeal
- Robust materials. especially at ground floor level
- Drop off is a key part of safe guarding strategy, hence car park and drop off needs to be secured from school grounds and at the front of the building.



4.6 Building Section Heights.



SA | 2 Storey co-ordination Section A
1 : 50



SB | Single Storey co-ordination Section B
1 : 50

Design Proposal.



5

Design Proposal.

5.0 Design Proposal Description

KS1 & 2 cluster.

KS1/2 zone is in the northern wing as a secure and private area of the site. It is split into 2 sets of three classrooms with therapy and resource spaces in the middle. Each classroom has dining within and direct access to a private class garden which is partially protected from the elements by a canopy. The central core area includes recovery and interventions rooms along with soft play and a ball pool. There is a small LRC for quiet reading and office located with good passive supervision of the corridor. Further information on the KS1 & 2 cluster below.

- 6 classrooms (sub cluster with 3 classrooms)
- Accessed direct through the classrooms
- Dining within classrooms
- Separate access to external play area
- Toilets directly off classrooms
- Therapy/Learning resource areas in one location
- Office for passive supervision
- All classrooms with bags and coats in pupil view

KS1 & 2 classroom.

The design of the classrooms has been developed in conjunction with the schools' requirements and principles for all the key stages have been fixed.

Dining has been incorporated in all classrooms within KS1/2 to support the development of relationships and allow the pupils to feel safe at mealtimes. The rear of the classroom has been configured to provide a wet service zone with kitchenette storage and WC areas. Subject based learning will be the focus of the teaching to the front with furniture used to incorporate different zones and breakout areas. The WC is off the cloaks area which leads directly outside to a class garden. Beyond the class garden the pupils have access to a larger hard play area.



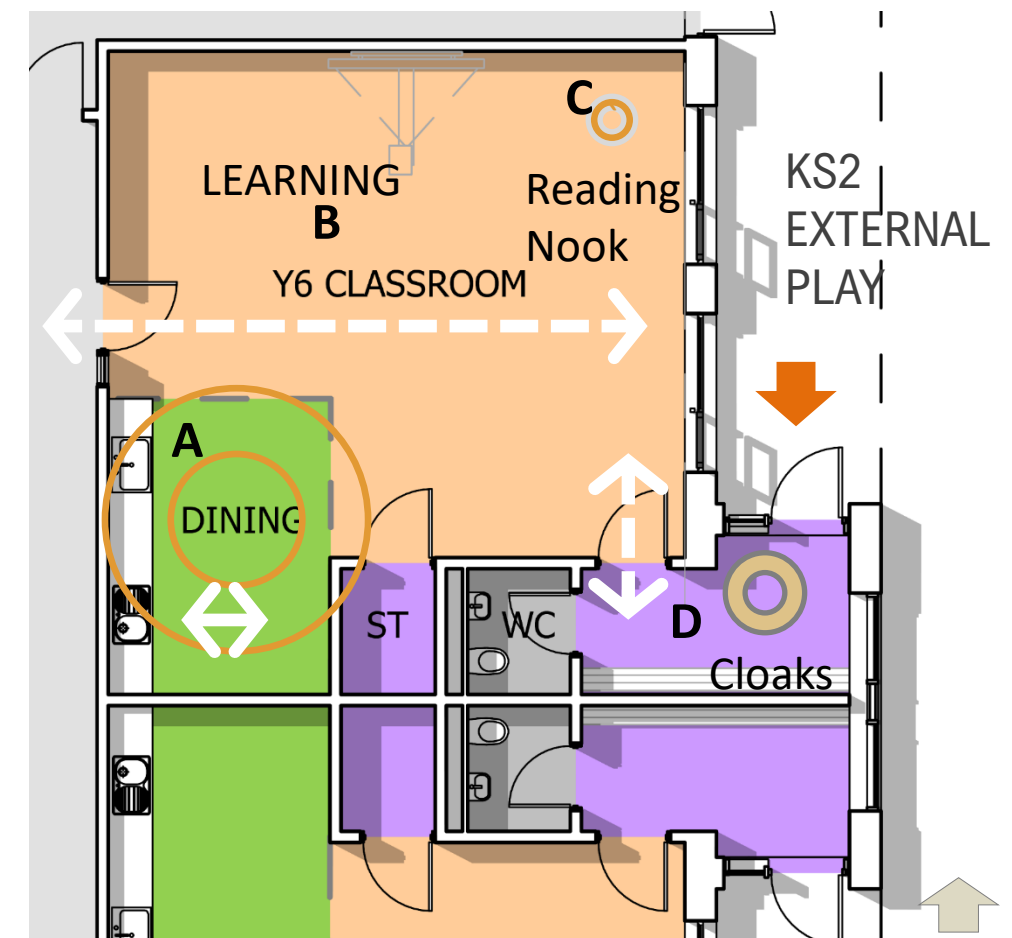
The Nurture Classroom

A - **Domestic area** - to support the development of relationships and eat breakfast/ lunches. Also used for art activities and messy play.

B - An **educational area** - where subject based learning takes place

C - An **informal area** - to focus on personal development and growth

D - Cloaks and WC area



Design Proposal.

KS3 cluster.

KS3 zone is located to the south of the building, The cluster arrangement is similar to KS1 and 2 but includes a remote dining facility for Y9 pupils. The central dining area has associate external space to the west. It is envisaged the dining space will be used as a breakout space throughout the school day. The wing also includes class gardens that extend the classroom outside. The gardens could also be used to regulate pupils' behavior. The central core also includes an immersion room and staff office. Further information on the KS3 cluster below.

- 6 classrooms
- Accessed direct through the classrooms
- Dining in classrooms for Year 7
- Separate Dining for KS, multi-purpose
- Toilets off circulation
- Therapy/Learning resource areas in cluster
- Office for passive supervision
- All classrooms with bags and coats in pupil view
- Kitchen with access to servery for pupil training

KS3 classroom.

The design of KS3 classrooms have been developed to provide a mix of rooms with and without dining.

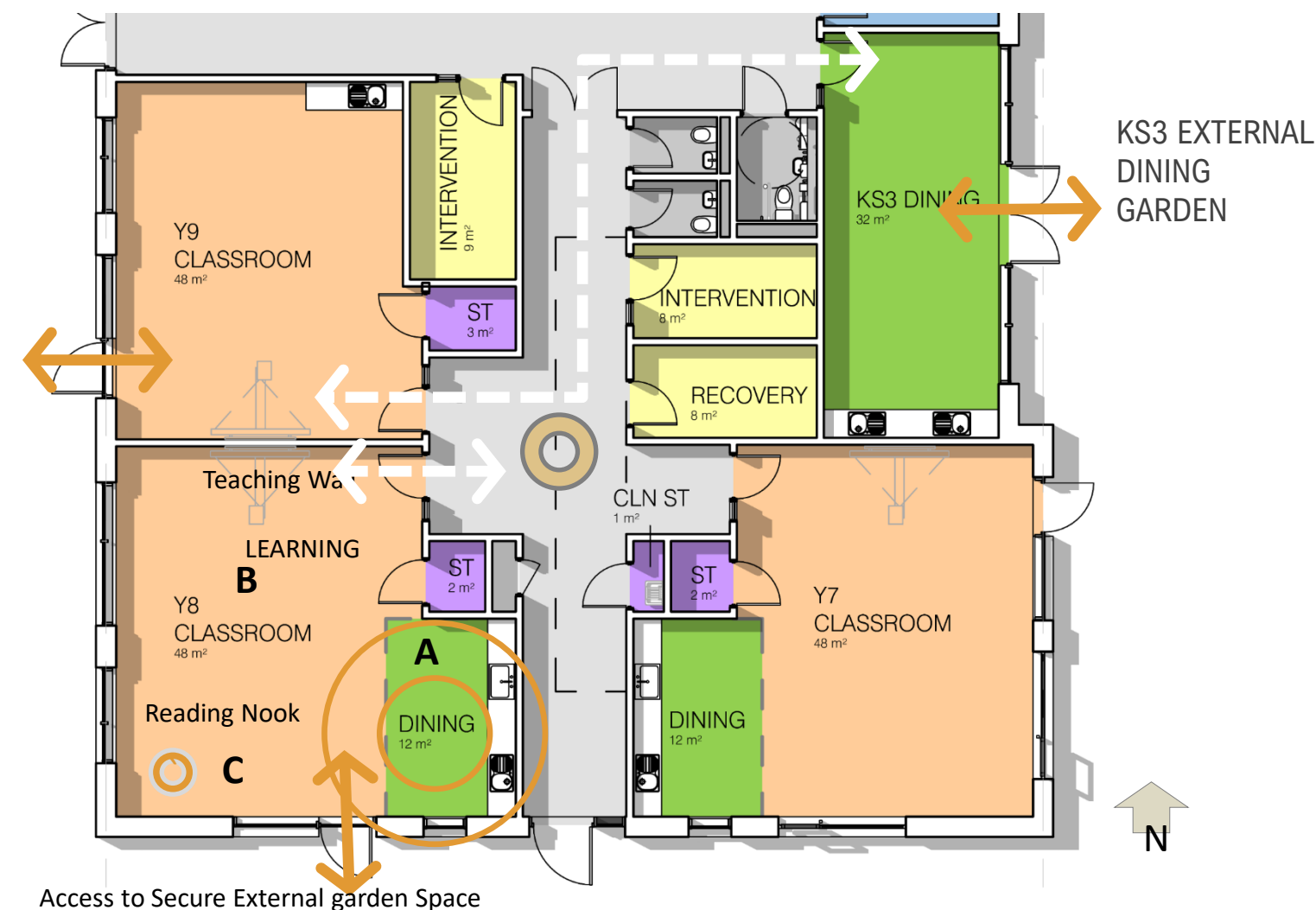
The dining area provides a space that children learn social and domestic skills within the classroom and the remote dining provides for pupils who are more independent. subject based learning will be the focus of the classroom with pupils moving between vocational/ practical spaces. A kitchenette is provided in all KS3 classrooms along with a storage area. WC's are located a short distance away within the central core area. Other salient points include:

- All classrooms have keyless entry
- Each classroom to have a reading area where children can go to become calm
- Class garden directly accessible from classroom
- Green space for flowers etc.
- Coat and bag hooks within the classrooms

A - **Domestic area** - to support the development of relationships and eat lunches

B - An **educational area** - where subject based learning takes place

C - An **informal area** - to focus on personal development and growth



Design Proposal.

KS4 cluster.

KS4 Zone is located on the first floor towards the west of the building. It includes four classrooms a larger LRC, immersion room and recovery space. Access is gained via a dedicated stair at ground floor level. A central lightwell allows borrowed light and character to the circulation at both ground and first floor. Further information on the KS4 cluster below.

- 4 classrooms on FF
- Accessed via main staircase
- Easy access to outside play areas.
- Library in central location with great view beyond.
- Library easy access for KS3 if required.
- Dining for KS4 to accommodate all 32 pupils, best view. Multi-purpose
- Toilets and storage off circulation
- Therapy/Learning resource areas in cluster
- All classrooms with bags and coats in pupil view
- Void to provide light and airiness. (Punched windows with sill height 1.0m min)

KS4 classroom.

- Accessed via specific KS4 entrance on GF
- Library opposite staircase on entrance, great view beyond.
- Library easy access for KS3 if required.
- Easy access to outside play areas via staircase.



KS4 view from Dining, over Kirklees



Design Proposal.

KS5 cluster.

KS5 sits centrally on the first floor. The single classroom with separate dining is closely linked to the vocation spaces on the First floor. Internal doors will be access controlled where required to control the movement of pupils between key stages. The circulation has been designed to be legible, with minimal stub corridors and/ or hiding recesses, to aid passive supervision. Further information on the KS5 cluster below.

- Accessed via specific KS5 entrance on GF
- Dining in location with nice views - multipurpose
- Easy access to outside play areas via staircase
- Therapy/Learning resource areas in cluster
- Office or passive supervision
- Classrooms with bags and coats in pupil view

KS5 classroom.

- Accessed via specific KS5 entrance on GF
- Longer access via sperate KS5 staircase.
- KS5 more freedom and therefore closer connection to specialist spaces
- Can access KS5 from outside.



Design Proposal.

Vocational and Practical Spaces.

Vocational and practical areas run east west along the spine of the building which links the Outdoor Learning Area to the teaching wings. This area accommodates the Hall multi skills workshop, Outdoor Learning Area classroom and multi-use area. On the ground floor towards the front of the school, a café provides opportunities to engage with the community and parents. The western section of the ground floor includes the medical room with access to an outdoor yard area beyond. Further information on the vocational cluster below.

Ground floor

- **Communal central spine, easily accessible by all.**
- **Outdoor learning area (OLA)** is in operation 365 days of the year; staff present to feed animals and will require access to toilets and facilities. The OLA is to be used by the community with separate access.
- **Construction & DT** combined (Multi-use workshop) - Ability to sub divide to make maximum use of space, potential for two small groups to use at same time

First floor

- **Music Classroom** - for drums / guitar / lots of noise / quite intense space / acoustic treatment really important. Located on FF away from other classrooms.
- **Food Tech** - close to all Key stages.

Multi-skill Workshop.

The Multi skills workshop and design Technology (DT) space has been consolidated into one space on the ground floor south-west corner and now has a single point of access with four construction silo's accessed directly off the DT space. Located adjacent the outdoor learning area, this space provides a mixture of theory and practical work experience in construction and building trades.

Food Technology.

The Food Technology space has been configured to provide forward facing workstations for 8 pupils.

Outdoor Learning Area.

The classroom space linked to the outdoor learning area has been configured to provide a theory element and practical space for 8 pupils.



Design Proposal.

Multi-purpose Spaces.

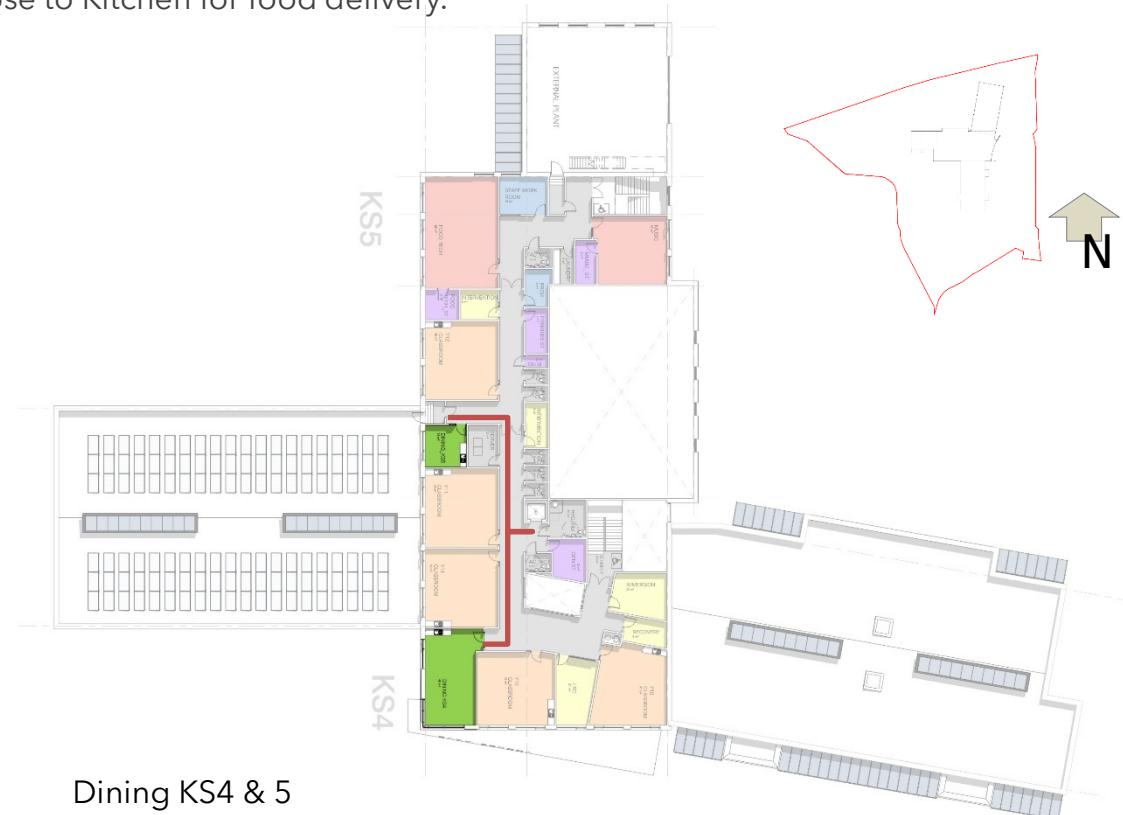
The communal 'spine' area is central to the school, and will be used in a variety of ways.

- Main Hall central and easily accessed by all Key Stages.
- Hall to be multi-purpose,
 - Sports, split into 2.
 - Staff meetings
 - KS meetings
 - Community gatherings
- Changing rooms for one class, boys and girls.
- Staff changing
- Central location to external sports
- Multi-purpose space connected to hall by a movable wall
 - Could be drama green room
 - Stage
 - Used for Hair and Beauty
 - Used for art or other

Dining & Main Kitchen

Dining is more integrated within classrooms for the younger years where they feel comfortable, and becomes more communal as the pupils become older to encourage more social independence

- Dining within Classrooms KS1/2
- Dining within Classrooms KS3 year 7
- Dining communal for KS3
- Dining communal for KS4 and 5
- Located with best views so all pupils can experience them.
- Lift close to Kitchen for food delivery.



Dining KS4 & 5



Design Proposal.

Therapy / Learning Resource Areas.

The therapy spaces have been distributed to sit centrally within each of the key stage. This affords pupils in each year group direct access to these vital learning resources which include.

- Recovery Rooms
- Intervention Rooms
- Soft Play
- Foam Pits
- Immersion Rooms

Recovery Rooms.

A series of workshops have been carried out during stage 2 for the Recovery and intervention rooms, with an aim to understand the school's requirements for size and location of these spaces. The results of these workshops have been to locate a pair within the central area of each of the three classroom clusters.

This creates direct access for each key stage when required and allows greater flexibility without disruption for adjacent year groups

The name was chosen by the pupils several years ago based on the safe space in hospitals that is accessed by patients after surgery. The purpose of recovery rooms is to:

- Support sensory regulation, co-regulation and self-regulation
- Offer a low-arousal area for pupils who require reduced sensory stimulation
- Provide a safe space for pupils to 'recover' after a period of crisis
- Offer a private place for reflection

Therapy/ Intervention Spaces.

These rooms are multi-purpose and are used for the following activities:

- Thrive interventions
- Motional interventions
- Introjective motor practices
- Subject specific interventions to support learning
- A space for professionals from other services to deliver planned and emergency interventions
- Pastoral interventions for specific areas of need (e.g. Harmful Sexual Behaviour)

Soft Play.

This space is multipurpose and used as follows:

- Promote physical activity in a safe area
- Support the development of social skills
- Encourage independence, risk taking and decision making in a controlled environment
- Provide a safe space to promote self-regulation through physical activity
- Facilitate physiological regulation



Therapy spaces FF