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KEF

JOAN LOVE

RESEARCH FOR NEW BUILD

AUTISM-FRIENDLY SCHOOL AND

COLLEGE, HUDDERSFIELD

KNOWLEDGE EXCHANGE FRAMEWORK DATA COLLECTION

February 2023

The University's Research & Enterprise Service has requested information on knowledge exchange and engagement with the public and communities. Please complete the form below and return it to Professor Simon Morris (S.DC.Morris@leedsbeckett.ac.uk) and Dr Tina Conkar (t.conkar@leedsbeckett.ac.uk) by **21 February 2023**.

Many thanks for your support with information gathering for this submission.

Name:	Joan Love
Job Title:	Senior Lecturer
Email:	J.Love@leedsbeckett.ac.uk
School:	School of Arts

Please use the template below to detail information on all projects you have undertaken since 1 January 2019 that involved public and community engagement. Please use one form per project.

Project Title:	Research for new build autism-friendly school and college, Huddersfield
Project Date(s):	Jan 2022 – July 2022
URL Link to Project:	https://www.leedsbeckett.ac.uk/staff/joan-love/
Brief Description of Project (250-1000 words max.) In the field below please give a brief outline of the project and what it entailed.	
Joan's expertise is in the advancement of autism-friendly design assisting future professionals to shape responsive enabling environments.	
Joan contacted Adrian Sugden, Headmaster, at Woodley Specialist School and College, Huddersfield, to be part of the autism-friendly student design project.	
Adrian is the lead for a large purpose-built new autism school. The selected site is very near to the current school. The new school has not started the design stage yet, so this is a new opportunity for learning and research for both staff and students. 'Woodley School and College is a Kirklees Local Authority aspirational, inclusive and outward looking special school in Huddersfield. There are currently 140 pupils on roll'. https://www.woodleyschool.org.uk/	

The aim of the project is to provide specialist learning spaces for autistic children and young people aged 5-19 with complex autism. The project will require a deep understanding of the needs of the individual to make a necessary change to improve health and well-being and quality of life.

Background: Yearly, between 2013-2022, a part-live design project has been embedded into the BA(Hons) Interior Architecture and Design course which includes working with autistic children, and adults and case study visits to 9 local SEND schools, colleges and residential environments in North, East and West Yorkshire. Sensory and behavioural issues have been identified within these environments which has created a series of design problems for the students to incorporate into their autism-friendly design projects.

The autism-friendly housing project has been run parallel with the autism-friendly school project so that each positively influences and enriches the other.

On completion of each project, autism experts provide feedback to the students and in response the design brief has shifted and deepened. Joan's autism specific research papers have recorded the findings and interpretations of these projects and resulted in the innovative creation of 'Ten Novel Sensory Living Themes':

Love J (2022) Sensory spaces: sensory living – studio teaching the design of autism-friendly adult accommodation. ArchNet – IJAR

<https://eprints.leedsbeckett.ac.uk/id/eprint/8524/>

And:

Love JS (2020) UNIVERSITY AS ENABLER FOR INCLUSION: THE CERAMICIST, THE TUTOR, THE STUDENT AND THE AUTISTIC ADULT. In: McLane Y; Pable J eds. Experiential Design – Rethinking relations between people, objects and environments., 16 January 2020 - 17 January 2020, Florida State University, USA. USA: AMPS C.I.O..

<https://eprints.leedsbeckett.ac.uk/id/eprint/7330/>

1 earlier research paper, on autism-friendly school design, have also influenced the new school project brief:

Love JS (2019) Studio teaching experiments - spatial transitioning for autism schools. *Archnet-IJAR : International Journal of Architectural Research*, 13 (1), pp. 39-57.

<https://eprints.leedsbeckett.ac.uk/id/eprint/5753/>

Inclusive Design. Design courses readily embed the teaching of design for physical disabilities e.g., wheelchair access requirements, but rarely teach design related to the growing populations of those with sensory/neurological processing differences e.g., neurodivergent, neurodegenerative, hypersensitive...

In a world which is designed for neuro-typical people, Joan's autism-friendly design research helps to provide a voice for autistic people, whose needs are often misunderstood and overlooked.

<p>Organisations Engaged with: Please list the names of any organisations engaged with, such as Schools or Community Groups.</p>	<p>The Team of external professionals (clients) involved with the student project:</p> <p>Adrian Sugden: Head teacher, Woodley Special School & College, Huddersfield.</p>	<p>Total participants: Please give an approximate figure for the number of people who engaged with your project.</p>	<p>10 people directly involved; shared knowledge with another 24 approx. Plus: readers of 3x</p>
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	<p>Louise Newton: Specialist Occupational Therapist/Advanced Sensory Integration Practitioner, OT4me, York.</p> <p>Jenny Mace: Strategic Lead - Service Design and Practice, Home Group, London office.</p> <p>Adrian Wellington: Senior Architectural Technologist, Home Group, London office.</p> <p>Tom Hilton: Senior Behaviour Analyst, Home Group, Leeds office and Henshaw's Specialist College, Harrogate.</p> <p>Victoria Darcy: Clinical Practice Expert - Occupational Therapist, Home Group, Newcastle office.</p>		<p>papers, (recommendations, citations) 2x blogs.</p>
<p>Knowledge Exchange Outcomes: If relevant, in brief, please describe any knowledge exchange outcomes such as new approaches to working with a community.</p>	<p>Joan's research has been incorporated into the first standard on how to create a sensory inclusive environment 'Design for the mind - neurodiversity and the built environment – Guide' published by BSI (The British Standards Institution). https://knowledge.bsigroup.com/products/design-for-the-mind-neurodiversity-and-the-built-environment-guide/standard</p> <p>Through site visits and specialist lectures, knowledge exchange effectively occurred throughout the student projects culminating in a final student presentation to a group of professionals (listed above). The presentation enabled the exploration of innovative autism-friendly concepts and ideas which might not otherwise have been explored in a business environment with tight deadlines and budgets. The multi-disciplinary nature of the team created a wealth of knowledge sharing.</p> <p>A 2hr 20min recording of the presentation was privately shared with the project team via YouTube (see quotes below).</p>		
<p>Quotes In the field below please include any relevant quotes that you would like to share which evidence the knowledge exchange and engagement your project received.</p>			
<p>Overview of The PAS 6463: 2022 Design for the mind - Neurodiversity and the built environment – Guide:</p> <p>'It comprehensively tackles challenges relating to built environment design and neurodiversity and is the only guidance of its type supplying authoritative guidance, with input from world leading experts and those who experience neurodiverse conditions.'</p> <p>Feedback from Adrian Sugden, Woodley School:</p>			

To students (at their presentation):

'First of all, I thought that you were very eloquent, and I think some of your models are fantastic. I think there are some really innovative ideas in there. I'd like a copy of all the presentations because there are certainly some things there that I would take and be presenting and giving to our architects to start thinking about. I thought there were some very clever ideas. So, thank you for that. I qualified as an engineer many years ago so when you bring in cause and effect, I really like the idea of that movable wall and the wheel that you have to turn in order to operate, I thought that was a clever idea. There's such clever innovative ideas that people are coming up with. I'm very impressed. I thought that your thoughts around the diffusion of light and where light comes from in that natural sense was very clever and trying to capture as much of that or use light in an appropriate way was good. I've tried in lots of different provisions on how to control light.

...and it's interesting that you're talking about the assistance dog, because, again, that's something that we're looking at for the school because that has a huge impact on wellbeing for autistic people and everything, I'm reading at the moment is that that's something that is certainly becoming more and more popular. So that was really interesting, too, and that you've picked up on that. So, well done'.

To Joan:

'I just wanted to update you on the discussions around the new design of my school and the influence you and your students have had.

There have been several elements from our joint work which have been added to the design brief and I am keen to include in the final design.

Transitional and pause spaces: This was a great concept, and I am keen to include these into the home/school transition part of the day. Many of my students find this a difficult time and it would be ideal for them to have the opportunity to self-regulate prior to entering the school post bus journey. The pause spaces are also a great concept and I am hoping to tie these into the 'Nooks'.

Learning corridor nooks: This is a very clever concept which will save space and provide valuable low arousal spaces for students to calm, study, read etc. Really liked this idea, the designers and myself are excited about trying to include these into the school.

Adaptable environment: The students had several ideas on how to use the same space for lots of different activities by making walls, lighting even exterior walls adjustable. These concepts are important as each group of students is different, to have a classroom that can be changed either immediately or over the years to meet the needs of different students really appeals to me.

The guide looks great and will definitely help both in the current school and with the design of the new one.

I will keep you up to date on how the project progresses. Thank you once again for you and your student's ideas'.

Images

In the field below please include any relevant images you would like to share.

Online Blogs (student presentations):

<https://www.leedsbeckett.ac.uk/blogs/leeds-school-of-arts/2022/07/autism-friendly-design-creates-impact/> (presentation to Headmaster, Woodley School)

<https://www.leedsbeckett.ac.uk/blogs/leeds-school-of-arts/2021/07/autism-friendly-adult-accommodation/> (a previous design project which partially went onto inform the project brief with Woodley)