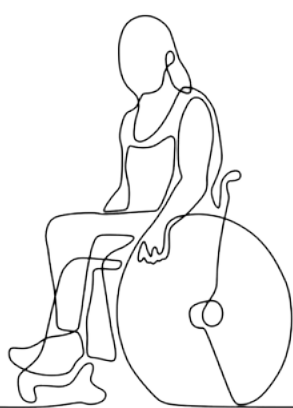


# ACCOUNTS



## “The barriers start before a trip begins”

Many disabled people have invisible disabilities and do not use a wheelchair or walking aids. The barriers start before a trip begins. Most autistic people I know won't travel abroad because airports are so autistic-unfriendly – travel is a dream for them that will never happen. Don't fall into the trap of labelling places as accessible when you really mean they only have step-free access. That still isn't accessible for most of us. Stef

## “I must always be thinking about accessibility in the back of my head”

I'm an American who has been living abroad now for two years, mostly in Berlin. I also use a wheelchair full-time. For me, being engaged in a city means I can access shops, cafés, pubs, etc, and while I can normally find a few accessible places in a city, I am limited. The social pressure to be a 'go with the flow' individual is not extended to me – I must always be thinking about accessibility in the back of my head. You can imagine how this anxiety may deter individuals with disabilities from engaging in public spaces that are unfamiliar.

## “I often end up feeling like a second-class citizen”

Like so many others, I came to NYC to follow my dreams. What I wasn't expecting was to be diagnosed with a rare form of motor neurone disease that means I need a wheelchair to get around. Suddenly the city was not quite so magical as when I first arrived. Damaged or non-existent curb cuts, potholes when trying to cross the road, the eternally out-of-order subway elevators, pre-war buildings with steep steps, shops with narrow entrances, restaurants with closely packed tables, and completely impossible revolving doors – I know this city is better than others, but it's certainly not the best.



### ACCESSIBILITY

For the physically disabled, barriers can range from blocked wheelchair ramps, to buildings without lifts, to inaccessible toilets, to shops without step-free access.



### SENSORY

For people with learning disabilities or those on the autistic spectrum, the city environment can be overwhelming and a sensory minefield. Masses of people and the loud nature of the city can be very uncomfortable for these people.



### UNCERTAINTY

The city can be an ever-changing environment with transport and businesses often running behind schedule requiring a certain amount of improvisation from citizens. This uncertainty can be troubling for some people if they need to stick to their plan or routine.

# ISSUES IN THE CITY

04

Accounts courtesy of 'The Guardian'

05

# RESEARCH + ANALYSIS

**\$35m**

cut from CAMHS budgets, the NHS-provided service for children and young adults who struggle with mental health well-being or behavioural problems. (2014-15)

**72%**

of children on the Autistic spectrum reported being judged or misunderstood.

**700,000**

It is estimated that around 700,000 people in the UK have a diagnosis of autism. One in 100 children in the UK have a diagnosis of autism spectrum disorder.

**3-4%**

The estimated prevalence of neurodevelopmental conditions among children in England

**1%**

Approximately 1% of the general population are identified as having an autistic spectrum condition, 2% of males and 0.3% of females.



## QUESTIONNAIRE

### Would you want a community space, if so why ? :

Yes, there isn't really anywhere I can go that considered my needs. Most *places I visit with friends are too loud or tightly packed with people which is very stressful* for me and there isn't really anywhere I would feel comfortable going by myself.

### What would you want out of a community space ? :

*A space to explore my interests.* Sometimes I find something new that I'd like to try but don't have the resources or know how to do so. Somewhere to chill with friends as well.

### Do you like the city ? if not why ? :

No I don't like the city. *Large crowds and loud noise can make it very uncomfortable* and stressful so I tend to avoid it. Also the uncertainty of the city means I can't always plan ahead which adds another level of stress.

### What would bring you to the city ? :

*Knowing where I'm going and what I'm doing* is important. Opportunity to try new things in a sensory friendly environment. Somewhere to do things with friends.

### How has the pandemic affected you ? :

I didn't mind it because not socialising doesn't bother me. I'm ok being at home all day. It meant I got to see my family more which was nice. However going back to normal was much harder. Even going to see friends was hard just because I hadn't done it in so long. So in that way I suppose it wasn't great for my progress. If I was in a routine before the pandemic it would have been much worse for me.

### Do you feel misunderstood ? :

Yes, sometimes *I feel like people don't understand me* or just think I'm weird. Admittedly sometimes I can be weird. I'm very direct and I think that can be confusing or uncomfortable for some people, but I'm not sure. Autism is on a spectrum and everyone is different. I think there's *misunderstanding around Autism* and that might just be down to people not knowing about it. If people understood more about Autism it might make my life less stressful because I don't have to stress as much about fitting in.

My project will be based around this identity. Aiming to solve the issues raised in this questionnaire. Creating a space for someone like Ben where they can feel comfortable expressing themselves, learning and socialising.

## CAMHS

Child and Adolescent Mental Health Services (CAMHS) is the name for NHS-provided services in the United Kingdom for children, generally until school-leaving age, who are having difficulties with their emotional well-being or are deemed to have persistent behavioural problems.

## NEURODEVELOPMENTAL DISORDERS

Neurodevelopmental disorders are impairments of the growth and development of the brain and/or central nervous system. A narrower use of the term refers to a disorder of brain function that affects emotion, learning ability, self-control and memory which unfolds as an individual develops and grows.

Attention deficit hyperactivity disorder (ADHD)

DLD - Developmental language disorder (formerly known as SLI- Specific Language Impairment)

Communication, speech, or language disorders, expressive language disorder, fluency disorder, social (pragmatic) communication disorder, and speech sound disorder.

Autism spectrum disorder (ASD)

Intellectual disabilities (IDs) or intellectual development disorder (IDD, previously called mental retardation) and global developmental delay (GDD)

Motor disorders including developmental coordination disorder, stereotypic movement disorder, and tic disorders (such as Tourette's syndrome), and CAS -

Apraxia of Speech

Neurogenetic disorders, such as Fragile X syndrome, Down syndrome, Rett syndrome, hypogonadotropic hypogonadal syndromes

Specific learning disorders, like dyslexia or dyscalculia.

# IDENTITY

**NAME :** Ben

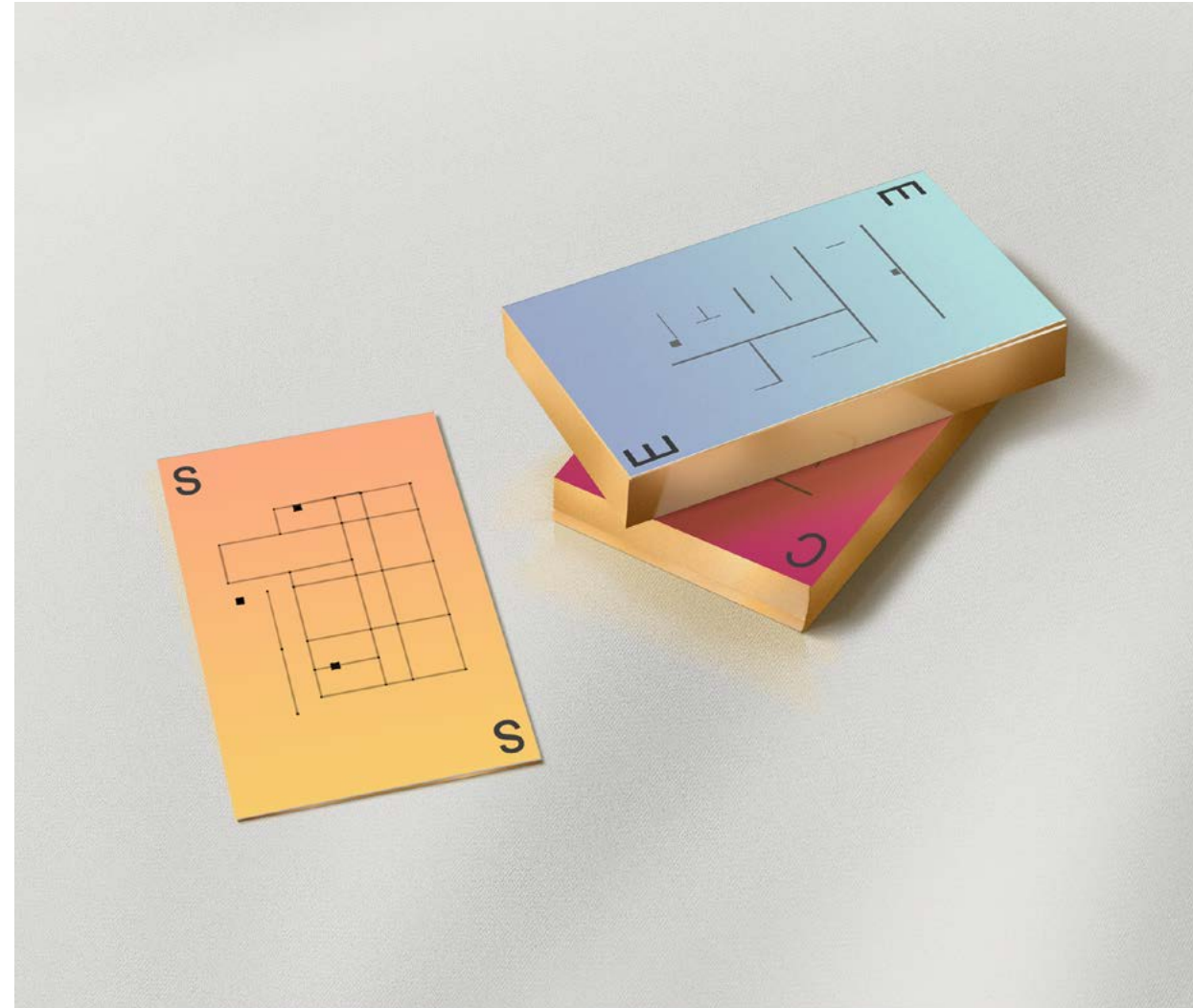
**AGE :** 20

**INTERESTS :** Music, woodwork, video and board games, reading

Diagnosed with Autism in 2012



# THE GAME



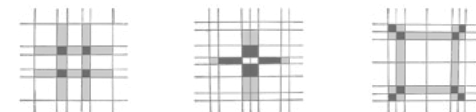
## HOW TO PLAY

The building acts as a game that needs to be completed. The aim of this card set is to encourage neurologically different people to complete difficult tasks and overcome barriers. These tasks are referred to as 'Achievements'. Much like a video game all achievements must be unlocked to complete the building.

The achievements are split up into four groups, each of which relate to a specific zone (ie Social zone or education zone) Each zone has four tasks to complete. Once the task is completed the player will receive their card from a member of staff. When all four cards from one zone are collected, the player receives a 'special' card for that zone. Complete all zones and the player will receive the final card and will have completed the game.

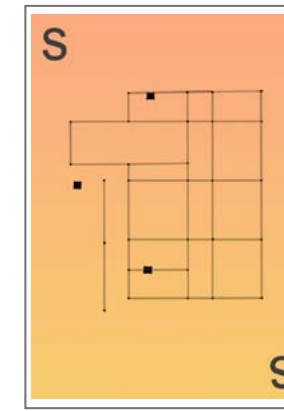
The outcome of this game helps the player overcome tasks that they find difficult and therefore building their life and social skills. They can take their learnings and apply them in the outside world; still having the cards to refer back to when they feel stuck in a situation.

The line graphics of the area cards are architectural elements from those zones. For example the social cards graphic depicts the timber framing in plan view. This will help to understand the construction of each space. These spaces are designed with the tarten structures.

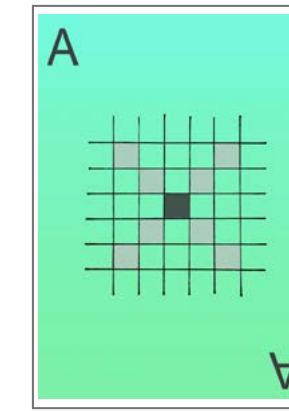
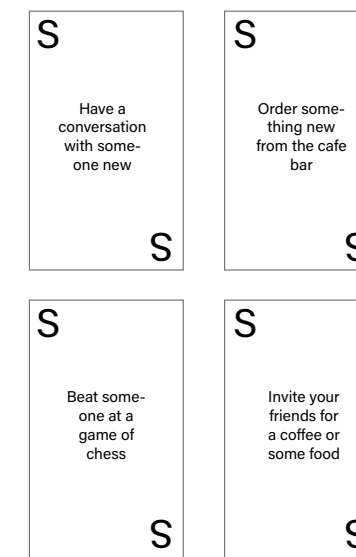


Having a goal can help to alleviate stress and bring order to a stressful environment.

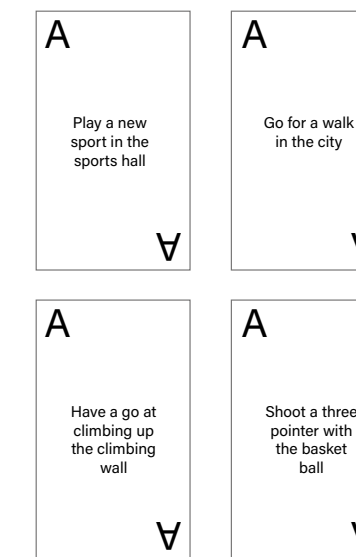
"Knowing where I'm going and what I'm doing" (Ben Blackford - IDENTITY)



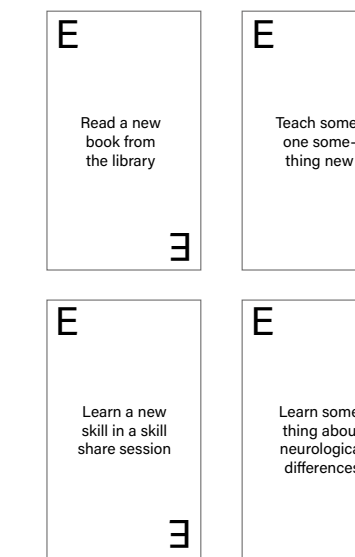
SOCIAL



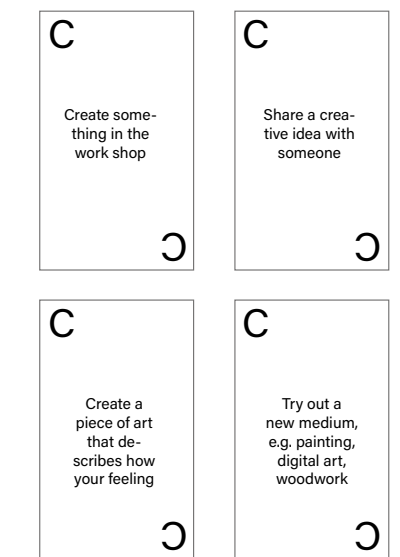
ACTIVE



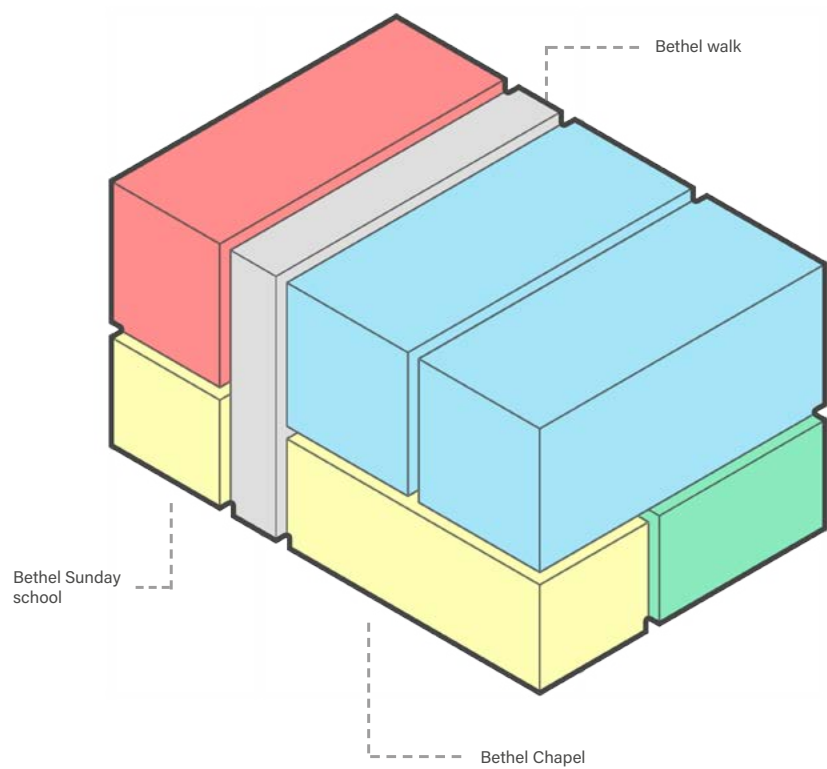
EDUCATION



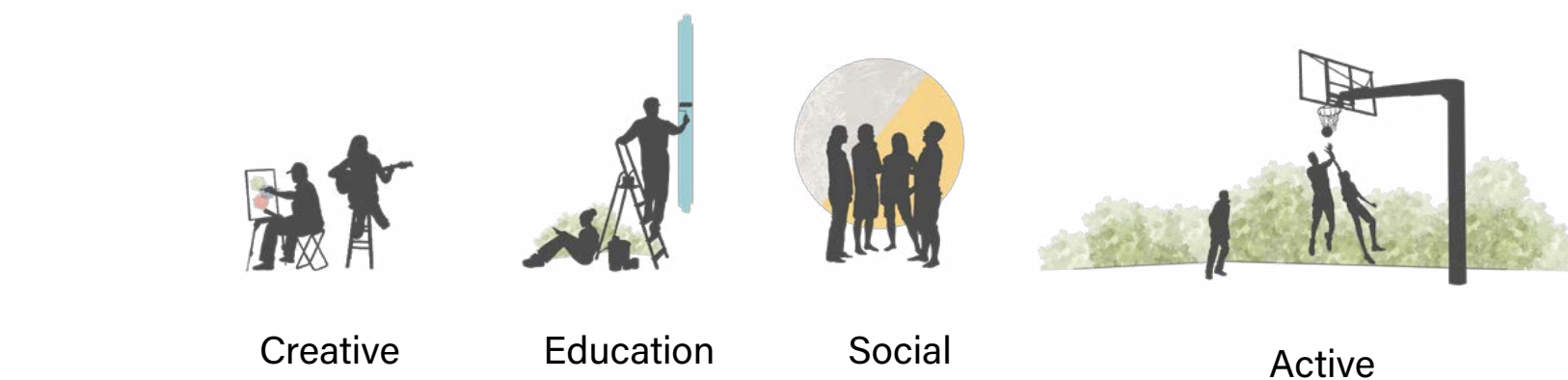
CREATIVE



## ZONE BLOCKING



	<b>Active</b>	Sports hall / Health support / group space
	<b>Creative</b>	Artistic expression / digital skills / woodworking
	<b>Social</b>	Cafe / games room / encouraging social interaction
	<b>Education</b>	Skill share / life skills / 1 to 1 learning / group learning
	<b>Bethel walk</b>	Circulation / bridge / quite access



### GROUND FLOOR

The ground floor will contain the more public zones. The social being placed at the front of the building allows that barrier to be tackled straight away. The active area also extends out into the green space behind the building

### FIRST FLOOR

The first floor hosts the education and creative zones. These are more private zones and are placed accordingly. The education zone gives skill share opportunities whilst the creative zone allows people with neurological differences to express themselves.

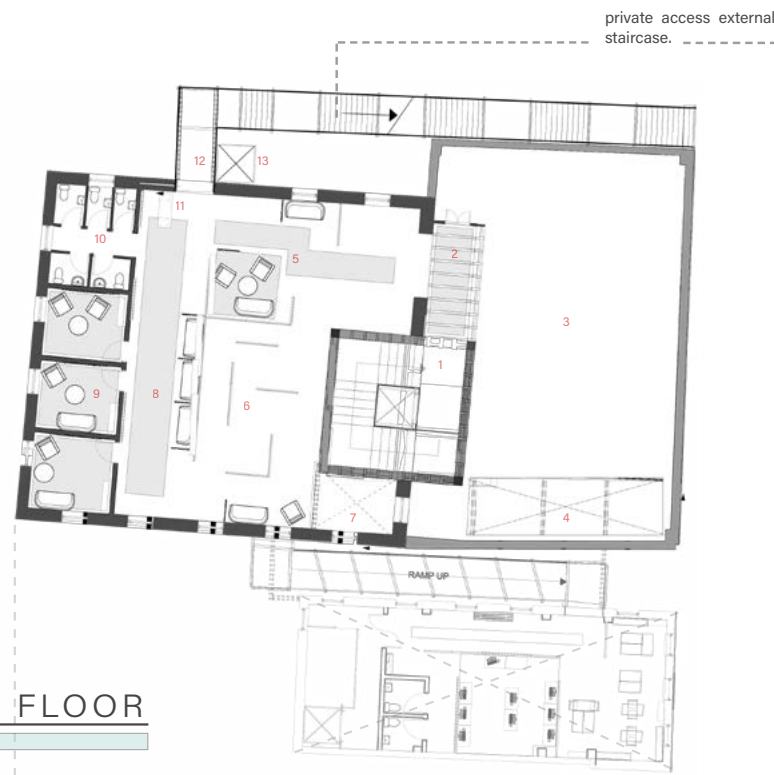
## ZONING PLANS







## SECOND FLOOR PRIVATE



## SECOND FLOOR

The second floor is a place of rest and re-cooperation for the primary users. This space is a foundation for them to then branch out and explore.

- 1. Central stair case 2nd floor entrance
- 2. Glass extension (access to terrace and interior)
- 3. Roof terrace
- 4. Sky light
- 5. Private chill out zone
- 6. Sensory space
- 7. Void
- 8. Waiting area
- 9. Check up rooms
- 10. WC
- 11. Reception desk
- 12. Private access stair case
- 13. Private access elevator

The sensory space will take inspiration from the HKS project, using interactive sensory panels. This will create a safe space to re-cooperate.

## FIRST FLOOR SEMI PUBLIC

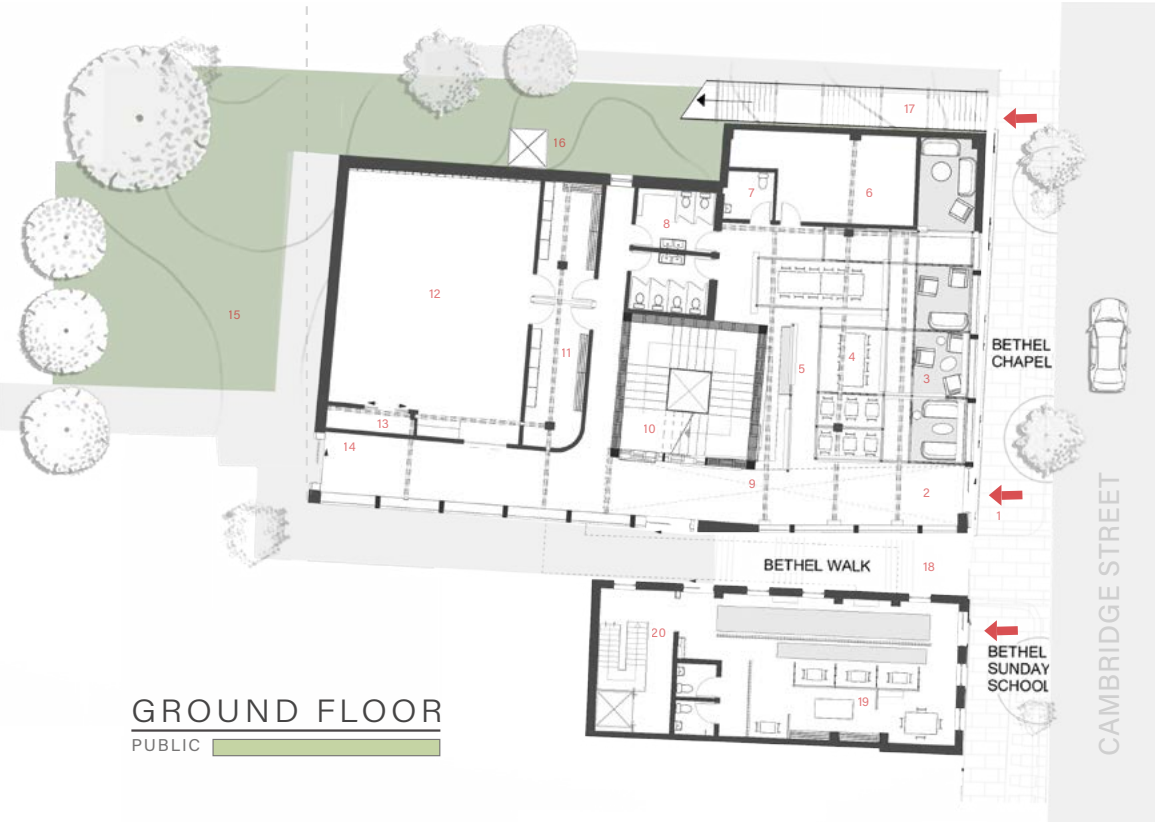


## FIRST FLOOR

The first floor will be semi-private. It is open to educators and the primary users support network. This space will allow individuals to learn and grow.

- 1. Central stair case 1st floor entrance
- 2. Library
- 3. Void over entrance
- 4. Quiet work space
- 5. Collaborative learning space
- 6. WC
- 7. Skill share spaces
- 8. Breakout spaces
- 9. Self serve cafe
- 10. Balcony
- 11. Sports hall (double height)
- 12. Ramp connecting the two buildings
- 13. Art space
- 14. Digital creative space
- 15. Sunday school stairs and elevator
- 16. Woodworking workshop
- 17. Sunday school stairs and elevator
- 18. Private access elevator
- 19. Private access stair case

## GROUND FLOOR PUBLIC



## GROUND FLOOR

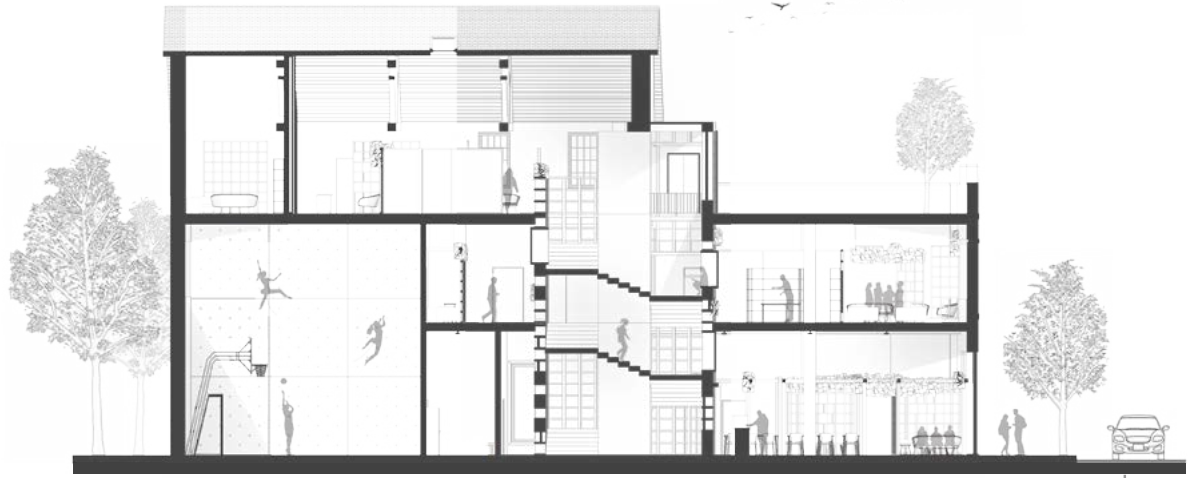
The ground floor will be the most public zone. It is the threshold meeting point for the Neurologically different community and the external community.

- 1. Cambridge street
- 2. Main entrance
- 3. Cafe lounge seating
- 4. Cafe communal seating
- 5. Cafe Servery
- 6. Kitchen
- 7. Disabled w/c
- 8. Public w/c
- 9. Reception desk
- 10. Central stair case (Vantage point)
- 11. Changing rooms
- 12. Sports hall
- 13. Hall storage
- 14. Rear end / interactive basket ball experience
- 15. Outdoor active space
- 16. Private access elevator
- 17. Private access stair case
- 18. Bethel Walk
- 19. Games room
- 20. Sunday school stair

TARTAN STRUCTURE + APPLICATION  
Areas of the building have been designed using grids and tartan structures. The framing in the social area was designed through this principle



## SECTION A (CHAPEL)



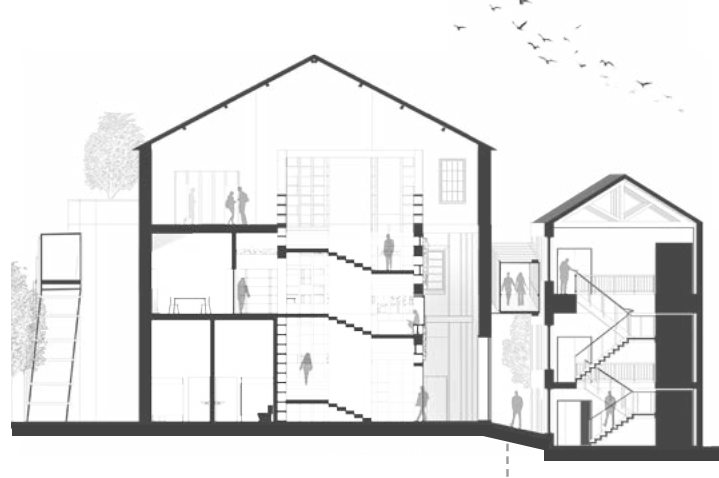
Long Sections  
0 2 4 6M



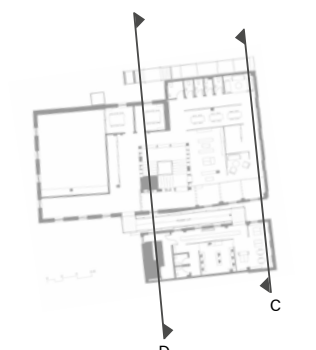
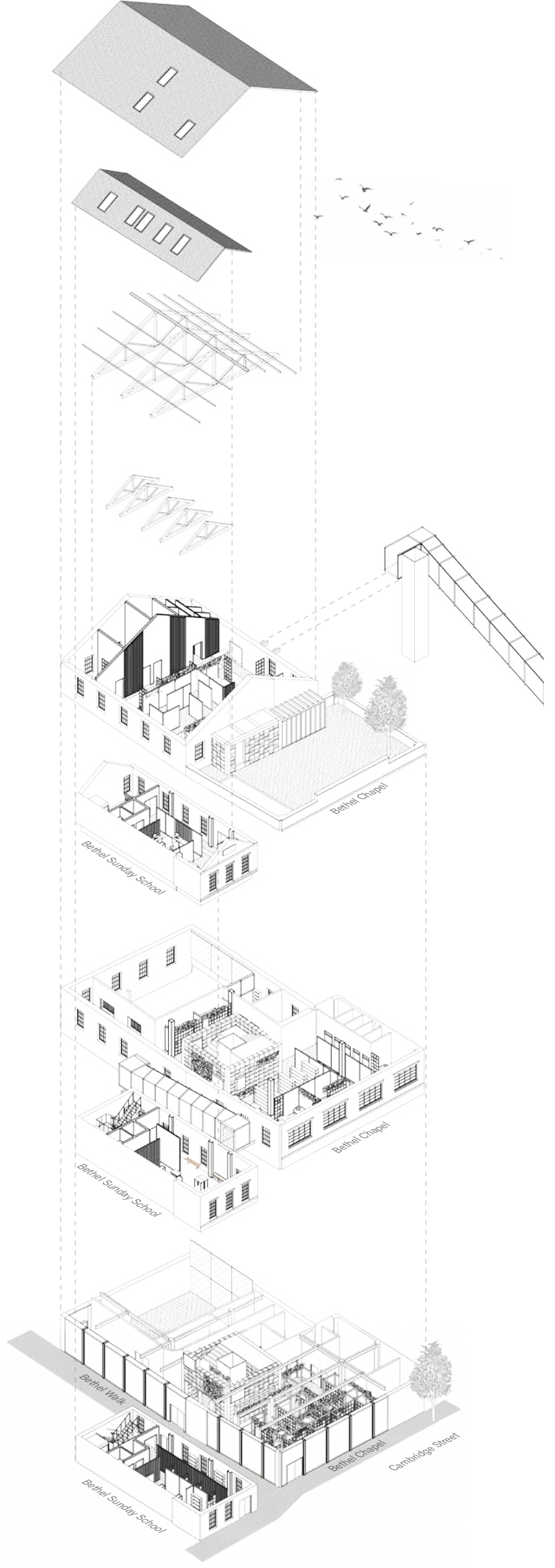
## SECTION B (SUNDAY SCHOOL)



Cross Sections  
0 2 4 6M



## SECTION D



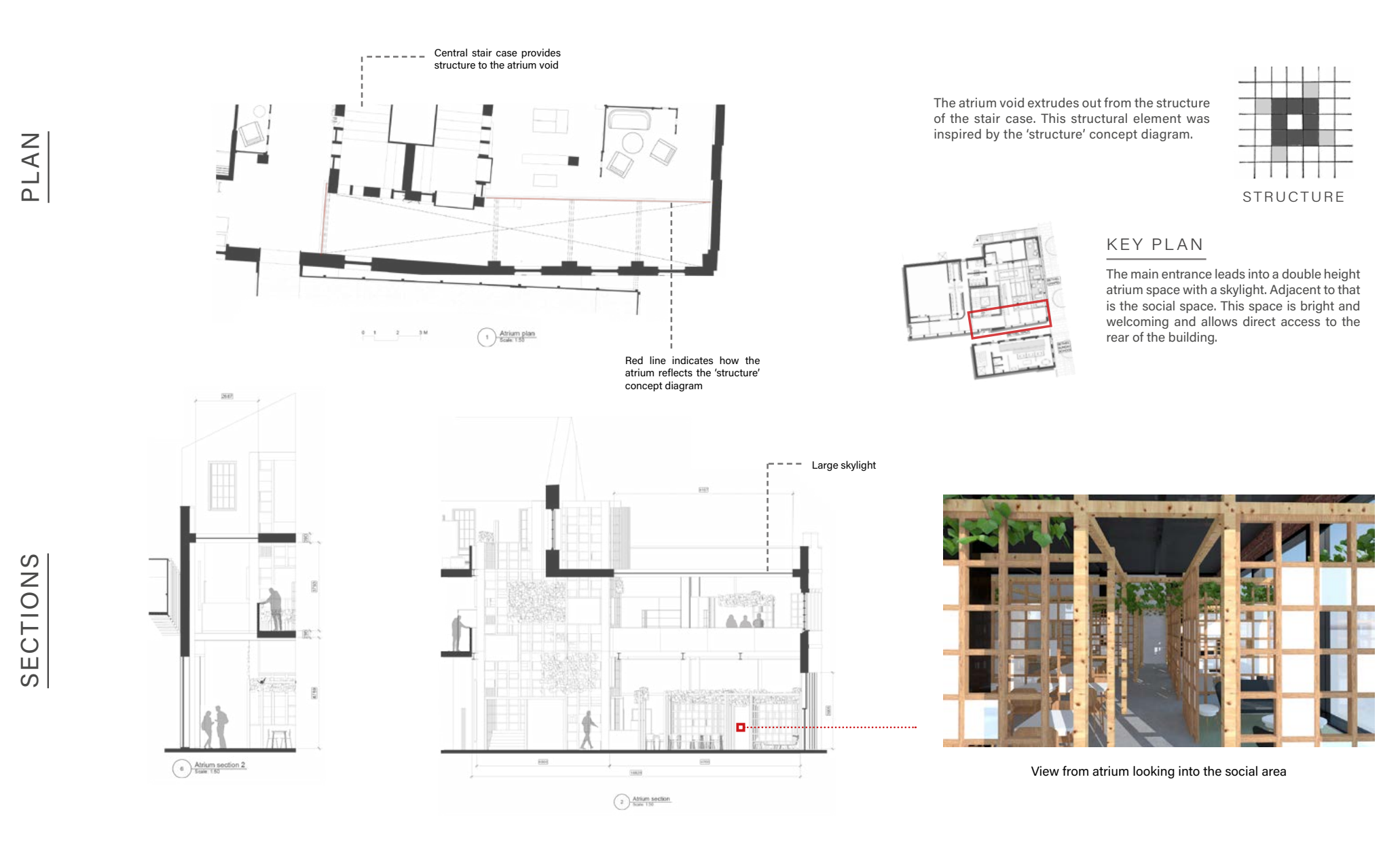




## ENTRANCE ATRIUM

Interior view of the entrance atrium. The space is filled with light giving it a welcoming feel. All routes and spaces are visible from this location, making way finding less intimidating.

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## ATRIUM DRAWINGS

The entrance brings you straight into the cafe social area. This is the most public space and is placed next to the entrance to reduce foot traffic around other areas.

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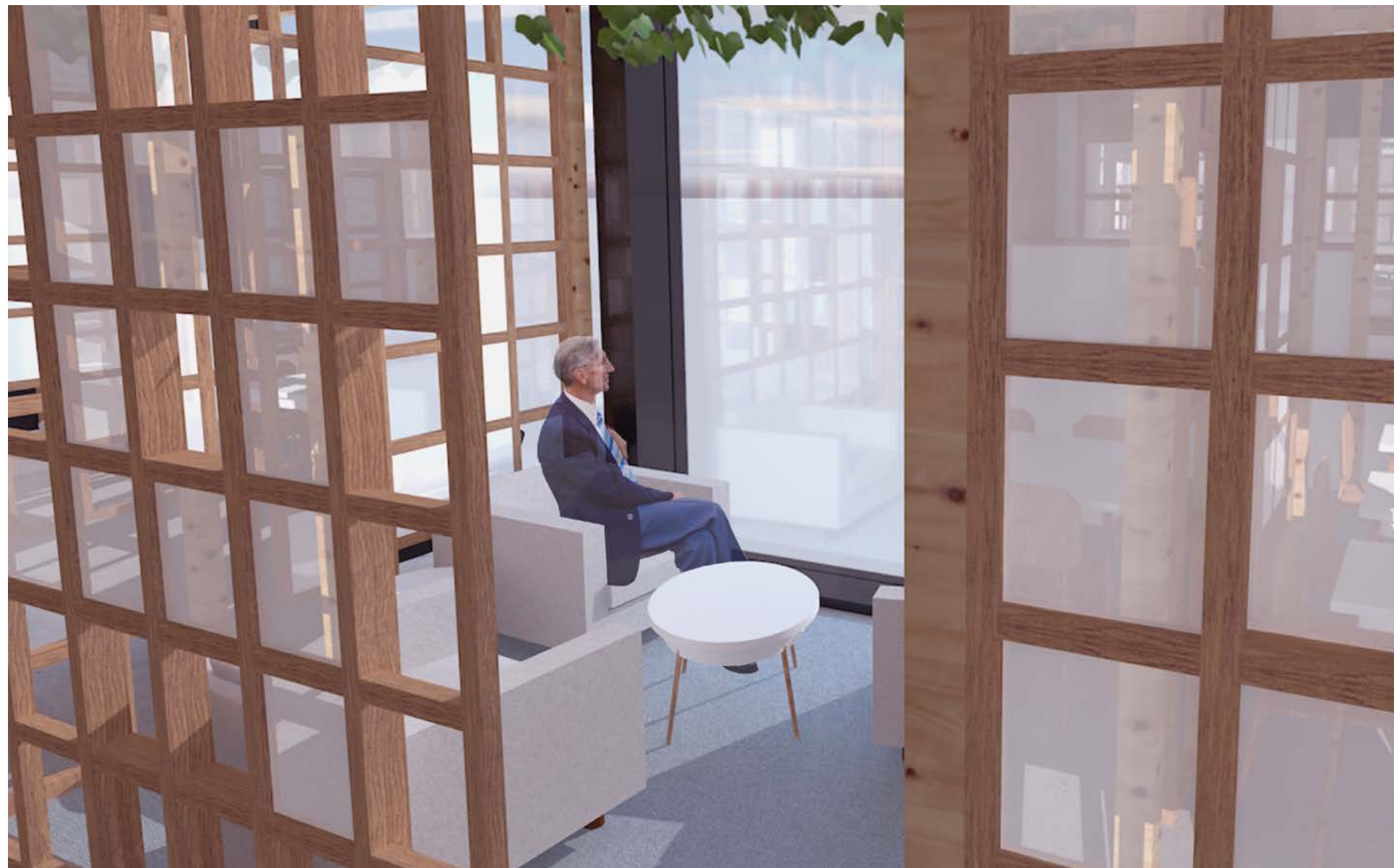


## RENDERED SECTIONS



45

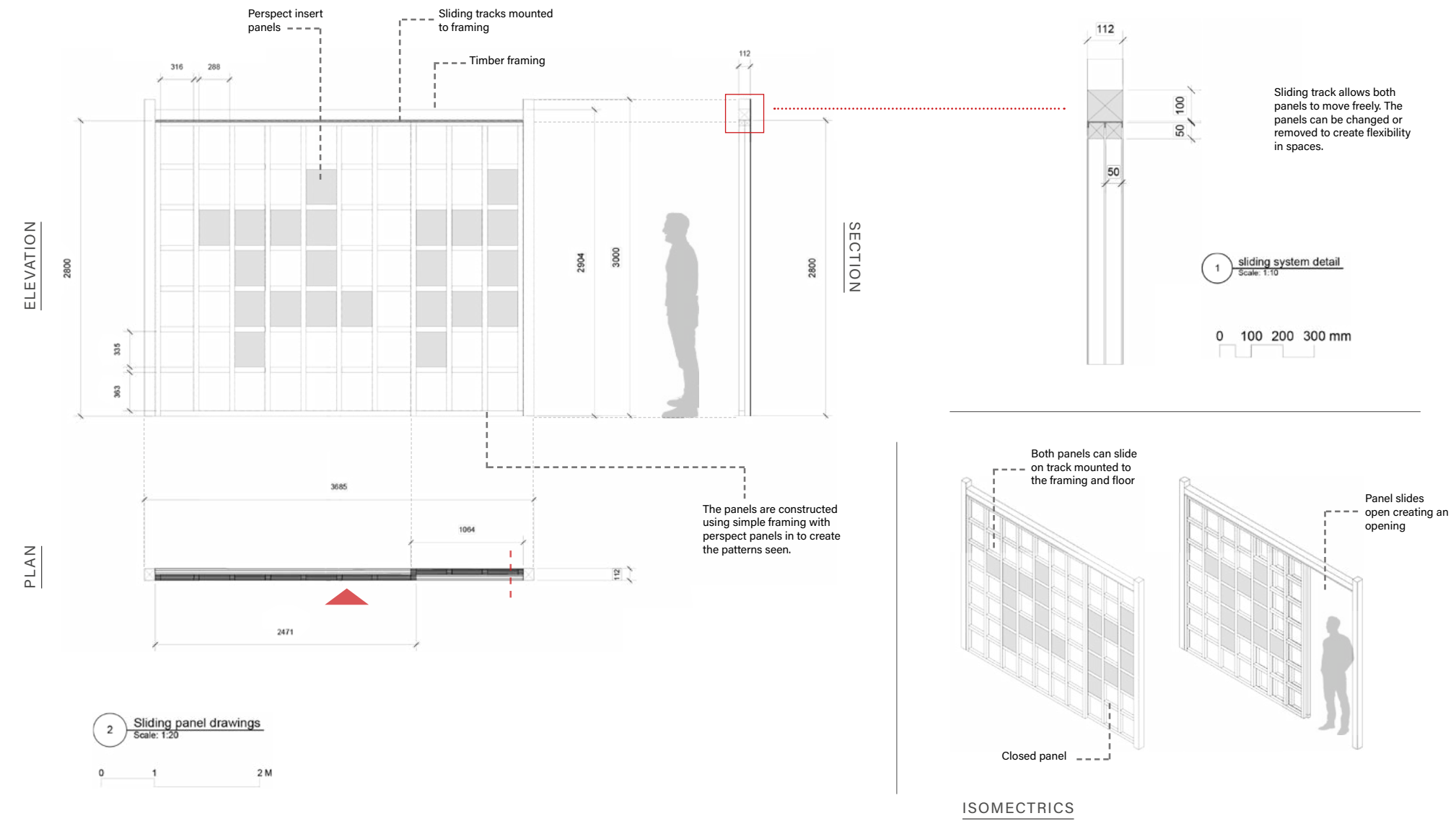




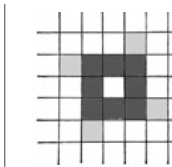
## SLIDING PANELS

This image shows a seating area within the social space. The area is framed with timber and employs the sliding panels. This allows the space to be closed off or opened up. This flexibility allows the space to work for everyone and their preferences.

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## SLIDING PANEL DETAILS



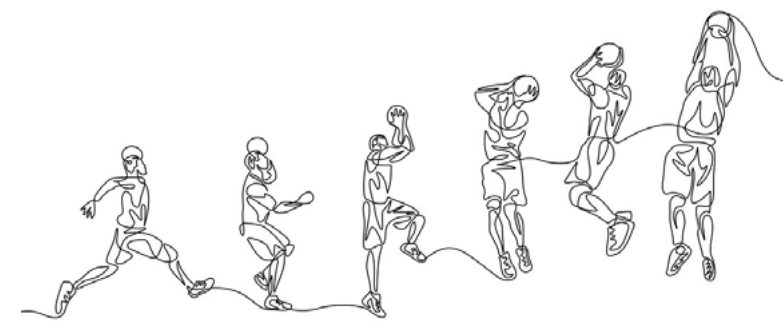
Detailed drawings for the sliding panels and framing. This device will be used in various different spaces within the building. It allows areas to be public or private.

The design of the panels link to concept principle diagrams

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## INTERACTIVE LEARNING EXPERIENCE

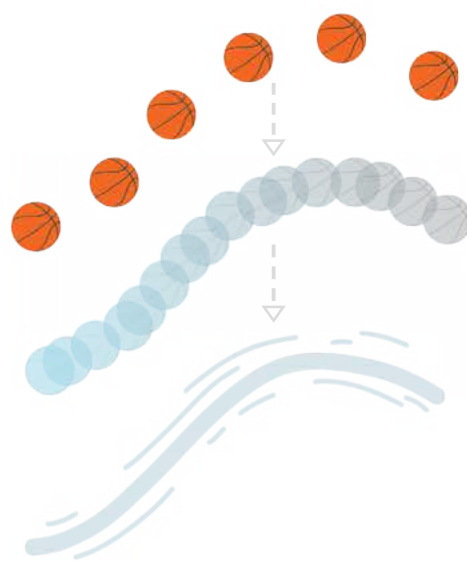
Walking into a hall going to play a game you are unsure of can be an intimidating experience. Creating an interactive experience that describes different sports and how to play them could break down that barrier of intimidation. These interactive experiences could be placed at the entrance to the active space, inside the active space or in the changing rooms.



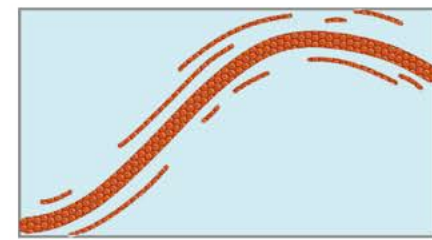
Motion of dunking a basket ball

Path of the basket ball in motion

Path of the basket ball in motion applied onto a wall with texture added to it.



The user would run their hand up and along the textured line. That motion would then become familiar to them making the game less intimidating.



The line is textured with the same material used on a basket ball. This gives the user a sensory insight into what the ball will feel like to touch.



## INTERACTIVE LEARNING

This interior visual displays how the interactive learning experience is applied into the building and how it might be used. This design element is located just outside the sports and provides an important learning process without pressure of expectation.

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