



## PROPOSAL SUMMARY

Growing together learning centre has been designed to assist in the cognitive development of children with Special Educational Needs and Disabilities alongside their current education. Accommodating spaces that only empower the mental and physical abilities of each pupil. Allowing each individual to flourish by providing educational spaces that are suited to the needs of each child, through offering life-skill workshops, group and individual learning spaces and sensory activities.

As the original size and shape of the building limited an extension into the existing car park helped the design overcome this challenge. Using salvaged brick from the original demolition along with reclaimed bricks sourced from Leicester. This not only reduced construction cost but preserved the historical character of the building.



## BUILDING HISTORY

In 1983 a small group of artists who created Knighton Lane Artists' studios sought out to develop a print studio that would allow artists to teach local members. This building was once a glass warehouse and has now been transformed into a print workshop (Shimazaki, T et al. N.d), hosting regular gallery events and has a built-in studio space permitting members to let their creative freedom roam free.

Leicester Print Workshop is located in the cultural quarter of Leicester (Mark, 2016). Where it is currently used as a printmaking practice with studio spaces that allows members and schools to develop their skills and learn a variety of techniques, a library, gallery to display various prints and educational areas (Mark, 2016).



Figure 5, Gorlenko, A, 2015.

As this was once a warehouse, there were multiple entrances/exits, two at the front, two at the side and one at the back. But once taken over into a workshop they were changed and adapted, meaning you can move them around. This opportunity could be useful, due to not needing as many entrances/exits.



Figure 6, Gorlenko, A, 2015.



Figure 7, Gorlenko, A, 2015.



Special Educational Needs and Disabilities (SEND) centres play a critical role in supporting those with diverse learning, behavioural and mobility difficulties, providing them with a tailored curriculum alongside their school life and providing these pupils with opportunities they may not be able to receive in their current educational environment.



## THE PRODUCT

This once rectangular building has been transformed into a three story growing together learning centre, offering tailored learning spaces. Each floor providing a different experience and has been divided into different categories which is shown through the different colours presented on each floor.

### 1. Family Support

Having a good foundation of consistent routines, expectations, and support at home reinforce what the child learns at school or in therapy. This continuity is critical for children who may struggle with transitions or understanding abstract concepts.

### 2. Sensory Stimulation

Providing sensory stimulation in an educational environment can help improve activity levels, attention span and vocalisations which can create better conditions for learning. As this is on the first floor mezzanine, this helps regulate students emotions before moving onto tailored learning.

### 3. Tailored Learning

The top floor mezzanine provides personalized one-on-one learning support for students who may feel overwhelmed in larger groups, alongside group learning sessions designed to challenge and prepare them for the transition to high school, where class sizes are typically larger. Additionally, a life-skills workshop is available to teach essential daily living skills, accommodating a range of needs and disabilities.

## THE PROBLEM

Within mainstream education, it is difficult for pupils with SEND to receive tailored learning due to larger class sizes, limited access to appropriate facilities and specialist rooms, and a shortage of trained staff equipped to meet their specific needs. Thus began the mission to create a fun, inclusive, and personalised learning environment that complements pupils' existing education, while also creating a sense of belonging within a supportive community surrounded by others with similar needs and wants.

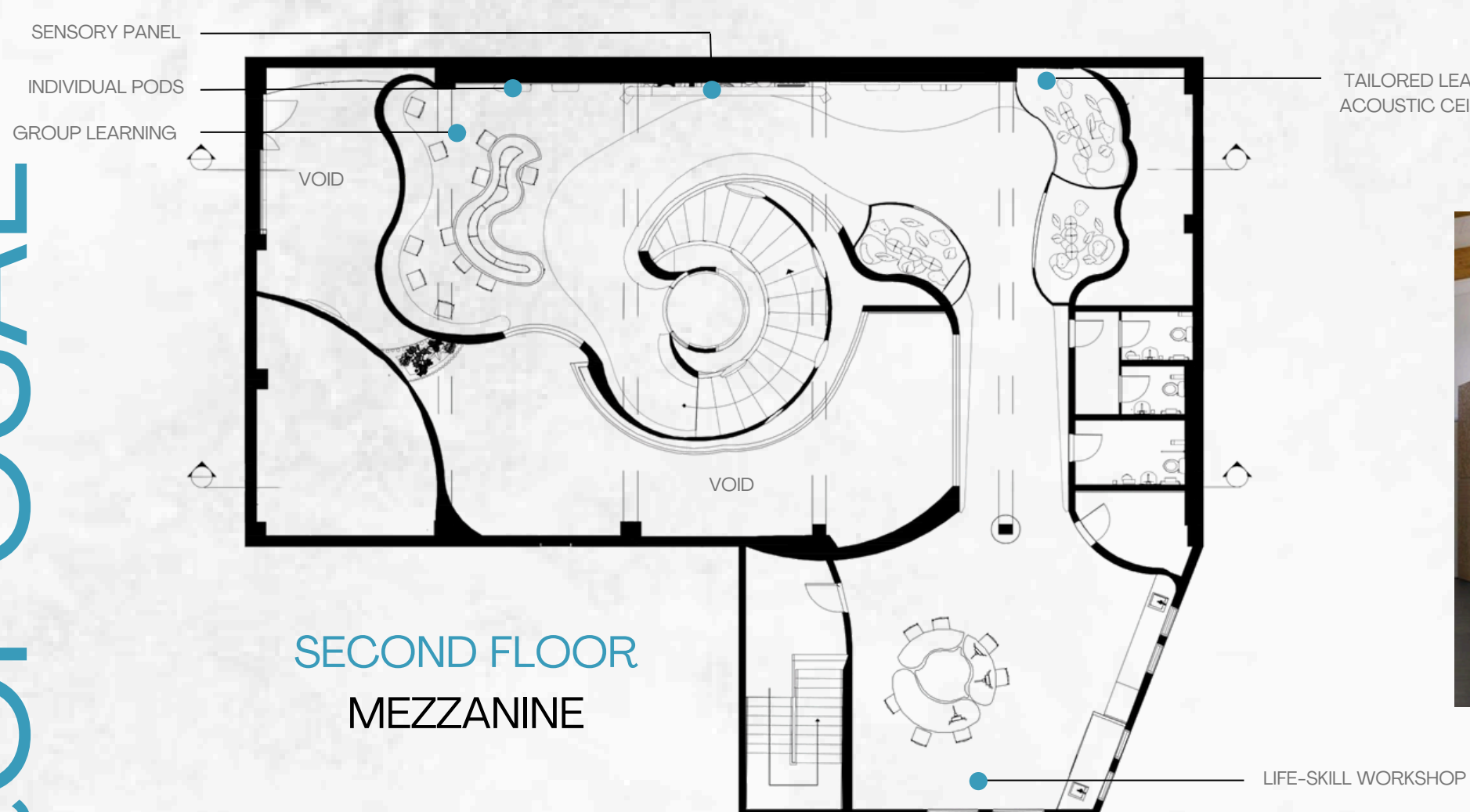
## THE SOLUTION

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# PROPOSAL

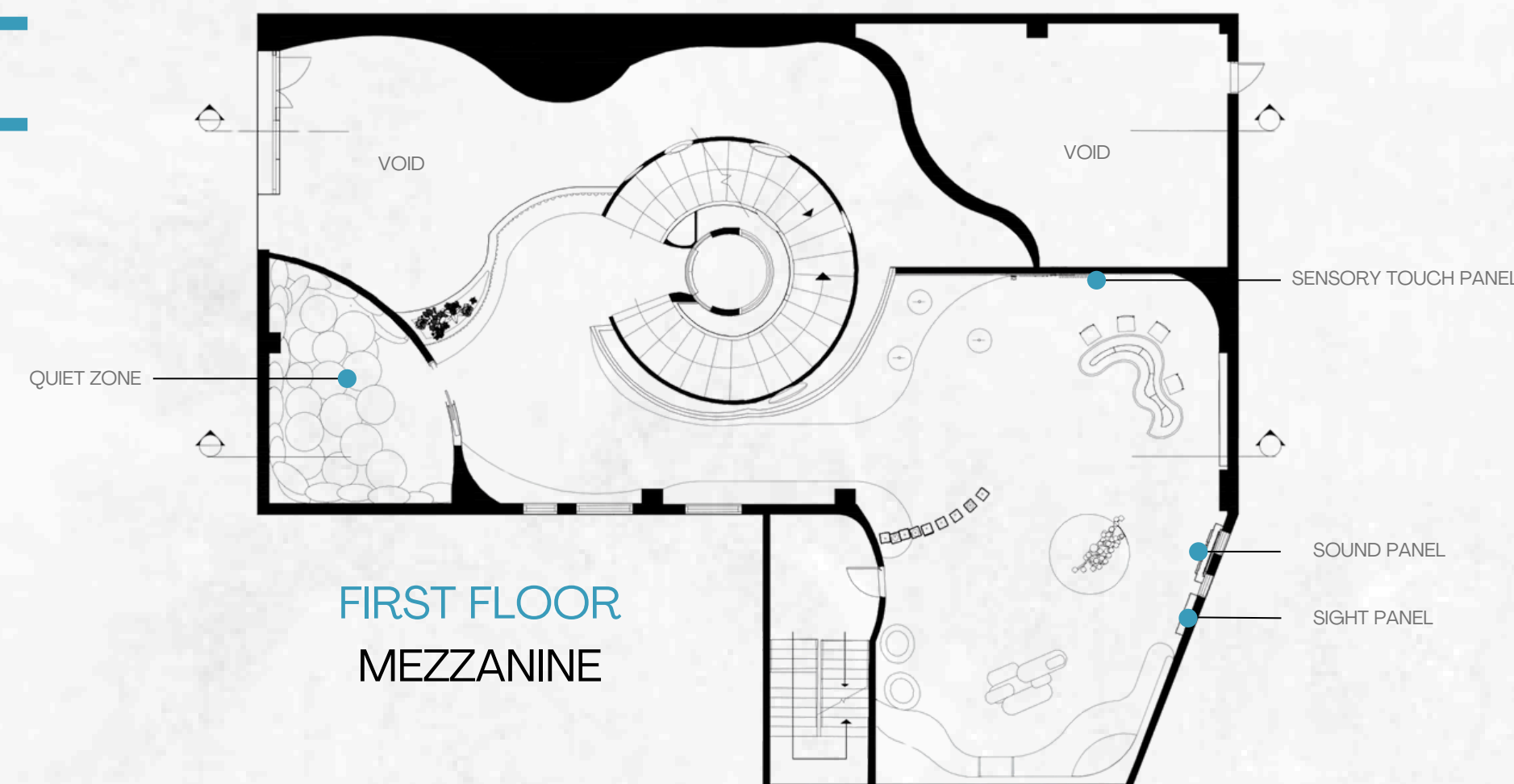


## Blind or Sight impaired

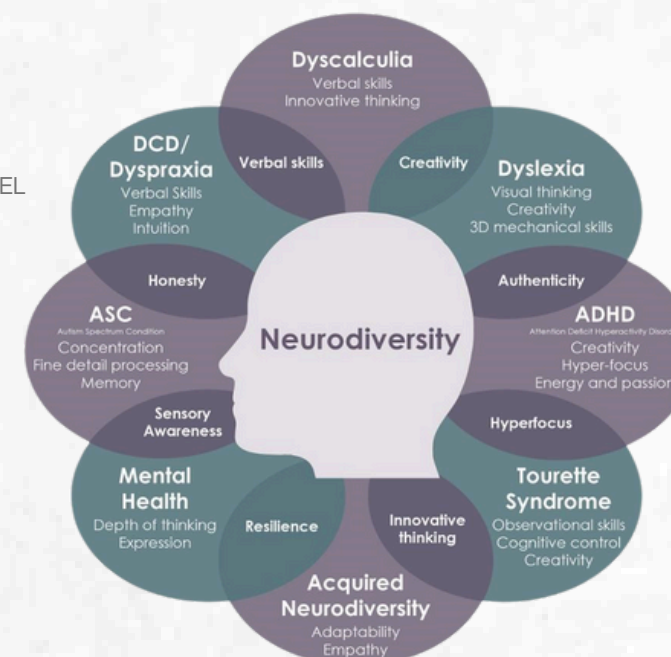


## THE EXPERIENCE

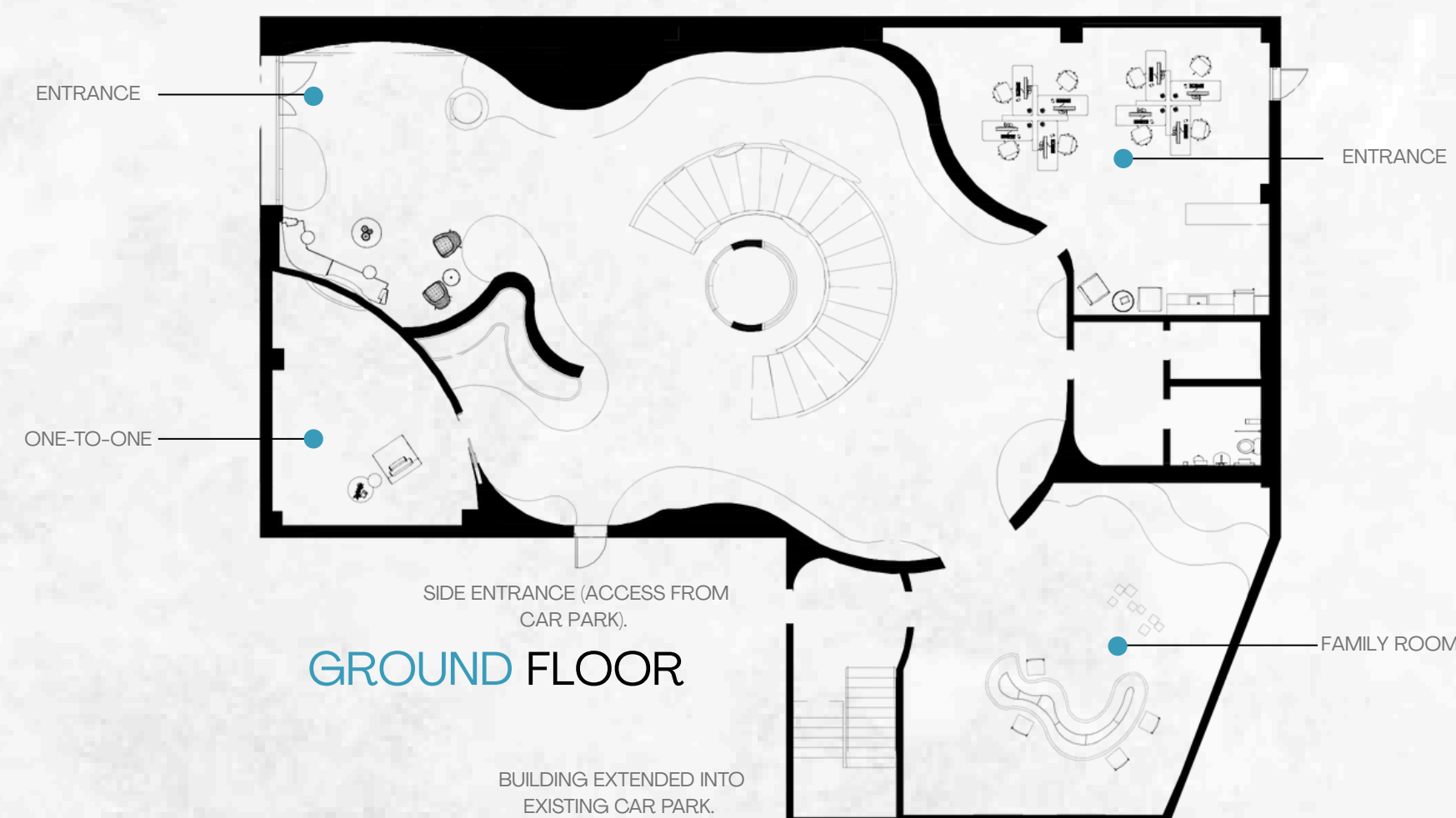
Incorporating tactile and auditory elements throughout the space enhances navigation for individuals who are blind or visually impaired. These features support wayfinding through touch and sound. Therefore, teaching these essential orientation and mobility skills alongside the standard curriculum not only creates greater independence but also empowers students to navigate real-world environments with confidence and competence, laying the foundation for a more inclusive and self-sufficient future.



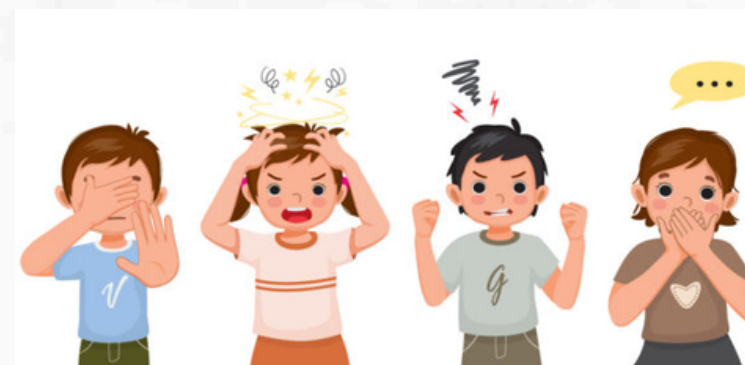
## Neurodivergent



Neurodivergent children often experience hypersensitivity or hyposensitivity to sensory input. Therefore, providing a open sensory play area where children with a variety of needs and wants can explore and process sensory stimuli in a controlled, safe environment. That helps them thrive emotionally, socially, and cognitively. Without the extension, there would be limited amount of space, thus, due to this expansion this accommodated a larger, more open sensory play space that isn't compact and wouldn't overwhelm pupils.

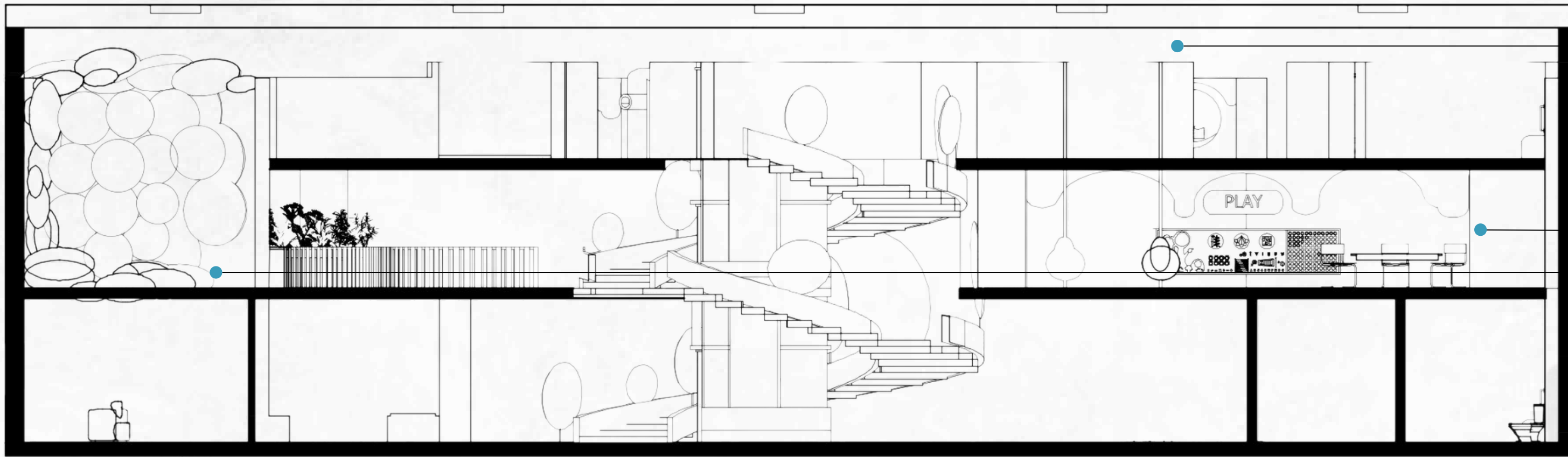


## Behavioural and learning difficulties



Through one-to-one talks and learning spaces, quiet zones, and individual pods, this environment provides a tailored approach that supports the unique needs of children with behavioural and learning difficulties. These dedicated areas promote emotional regulation, reduce sensory overload, and create opportunities for focused, personalised learning—helping pupils build confidence, develop coping strategies, and engage more effectively in their education. Ensuring various zones gives these pupils the option to choose how they wish to learn at the given time which overall helps with decision making and teaches pupils to communicate how they work best.





SECTION A-A

Taking inspiration from the shapes presented through the concept model, this has inspired the design of the stairs and lift shown in section A. In Section A, the spatial volume is clearly emphasized, showcasing the architectural intent behind the design. The mezzanine levels have been strategically integrated to take full advantage of the vertical space, creating a dynamic and functional environment. This thoughtful utilization not only maximizes usable floor area but also enhances the visual and spatial experience, contributing to a sense of openness and connectivity throughout the structure.

Top floor mezzanine has been dedicated to tailored learning and life-skill workshops.

Open sensory play.

A designated quiet space has been strategically positioned just before the transition to the top floor mezzanine. This area offers pupils an opportunity to mentally prepare for focused learning sessions, recognizing that some students may find it challenging to maintain concentration for extended periods



SECTION B-B

Section B presents a clear idea of how the mezzanines utilize the full volume and height of the building. The use of height creates visual interest, supports a variety of learning and activity zones, and automatically excites pupils due to the unique shapes of each mezzanine.

GROWING TOGETHER LEARNING  
CENTRE

50 Saint George Street, Leicester, LE1 1QG, England



TAILORED LEARNING



LIFE-SKILL WORKSHOP



ENTRANCE



## MATERIALITY



Colour perception profoundly impacts children's emotional and psychological growth, influencing cognitive processes, memory retention and creative abilities. In addition, the selection of colour schemes for each floor was carefully considered to ensure that the colours effectively supported the intended purpose of each learning environment.

Tactile elements have been placed on the walls and floors alongside the the outer line of the pathway to help teach students who are blind or sight impaired to find their way around each space.

The pattern of terrazzo tile has been applied to a marmoleum flooring and acts as a pathway, which guides you around each space.

These three colours, each unique to a different floor, complement the terrazzo pathway, enhancing it's distinctiveness.