

## About us

We are a landscape architecture & inclusive design consultancy, specialising in the following areas of work:

- **Public Space Access & Inclusion**
- **Healing & Care Environments**
- **Learning environments**
- **Parks & Play**
- **Gardens & Residential**
- **Sustainable Business & Industry**
- **Training, Research & Education**

If it sounds like we might be able to help, please take a look at what we do, [www.westleydesign.co.uk](http://www.westleydesign.co.uk) & contact us to discuss your project.

## Inclusive Approach

Westley Design begins any project with a thorough understanding of its physical and human context. Three principles underpin our approach to each challenge, and the service we deliver.

### Inclusive Design

That is to say:

- 'Stakeholders' innovatively involved in the design process
- Creatively balancing future user's needs & aspirations
- Delivering equality of enjoyment & access; both physical, sensory, social & information / interpretation

### Multi-disciplinary Collaboration & Innovative Solutions

Our working practice involves direct collaboration with a select range of complementary professionals & designer-makers, appropriate to each project's requirements. This approach allows us to deliver an efficient, project specific service, from concept to finished product, leading to original, creative, holistic solutions.

### Sustainable Relationships between People & Place

Successful places are nurtured by people who use, love & care for them, because of the benefits which they bring to their lives. Our design process aims to foster these relationships through creative consultation; extending throughout the design process and continuing the engagement into the life of the completed space. Westley Design is skilled at resolving conflicts & building positive partnerships for action between different users and the places that are special to them.

## LEARNING ENVIRONMENTS PORTFOLIO CASE STUDIES

### Learning

Westley Design has a commitment to delivering high quality, effective design across a range of learning environments, including: secondary school campuses, primary, pre-school & nursery garden/ play settings.

There is overwhelming evidence that enriched, natural, multi-sensory environments enhance social/ life-skills development and produce deeper learning.

We are staunch advocates of the benefits that such places can bring to the whole community. In particular we have expertise in producing environments which support the educational, intellectual, physical and social development of children through successful integration with the curriculum.

Westley Design believe that environments need to grow out of the creativity of their users, and are flexible and robust enough to allow each succeeding generation of users to re-engage, re-invent, and gain personal connection to their environment.

Both the consultation process and the final product which we arrive at invariably involve the creative input of a select range of designer makers from a variety of disciplines.

### Play

Play design is a key aspect of Westley Design's learning environment work. Practice Principal Michael Westley is a Play Advisor to the Commission for Architecture & the Built Environment (CABE Space) & Play England, for whom he helped design and deliver a national program of training, covering both play strategy development and play design.

We believe that play is a right for all the community, particularly children to engage in and benefit from, delivering fun, health and social & learning skills.

Inclusive access to & enjoyment of play spaces is fundamental to our design philosophy. In, school & nursery environments as well as public parks, open spaces and healthcare settings, we design play environments responsive to the particular needs of the users

We are advocates of 'natural play' and of designing the play experience to build on the opportunities offered by the setting itself.

We believe that play design should be a collaborative process, engaging future users in a creative and fun process, aimed at meeting their needs and building a relationship of respect for the setting and other users.

Set out below are recent case studies from our learning environment portfolio.

**January 2009**

westley design

## Camborne Nursery School (Phase 1 – Donkey Field) (2005 – 07)

### The challenge

Even school grounds for our most vulnerable children are often no more than deserts of grass or tarmac, creating poor environments with little or no educational function. They lack the shelter and shade which makes outdoor play & learning possible for early years/ nursery children to safely enjoy. Hence children are confined to the classroom and lose contact with natural world and the rich multi-sensory stimulating developmental experiences. Wendy Titman Associates are experts and advisors to government on the subject of the benefits of enriching the school environment. They appointed Westley Design as project partners and designers on their program of Cornish Pre-school Projects, including Camborne Nursery School.

### What we did

Westley Design worked directly with the inspirational Wendy Titman Associates and the school staff to develop design & deliver an inclusive vision for an enriched sensory learning environment. Westley Design helped produce briefs & detailed designs for multi-sensory learning & play opportunities. We then ran the tender process and managed the project onto the ground. This included the planning & facilitation of a planting day for staff, parents and children at which nearly the whole school community participated.

### The result

The project produced a highly successful, flexible landscape, rich with sensory play and learning opportunities.



## Truro Nursery School (2005 - 2008)

### The challenge

Westley Design worked with Wendy Titman Associates; school grounds design advisors to government on a program of Cornish Pre-school Projects, including Truro Nursery School. Although the site included a play space surrounded by trees, it was heavily shaded and contained a limited range of standard play equipment. The school wished to create a multi-sensory learning/ play environment in this space and to develop an adjacent woodland site in order to extend its breadth and scale of provision.

### What we did

Westley Design collaborated directly with the inspirational Wendy Titman Associates and the school staff to design & deliver an inclusive vision for an enriched sensory learning environment. Westley Design helped produce briefs & detailed designs for multisensory learning & play opportunities, including: a water play area, canopies, tree canopy walkway & design development with specialist furnishing designer-makers Touchwood. We then ran the tender process and managed the project onto the ground with contractor, Mid-Cornwall Landscape, including the design & installation of the planting design.

### The result

The project produced a highly successful, flexible landscape rich with sensory play and learning opportunities. Even in winter the majority of the nursery children's time is spent outside.



## Dartington Primary School (2005 – 06)

### The challenge

Westley Design worked with architects Hopwood & Swallow & engineers Giffords to develop proposals for a new school in Dartington. The aim was to create a multi-sensory learning/ play environment around a program of buildings dispersed throughout the landscape.

### What we did

Westley Design collaborated with the design team and the school clients to produce a series of development strategies.

### The result

The vision won support from the school clients, but the project went to OJEC notice competition and further stages were developed by others.

### Dartington Primary School Phase 1: Landscape Strategy - Brief Development



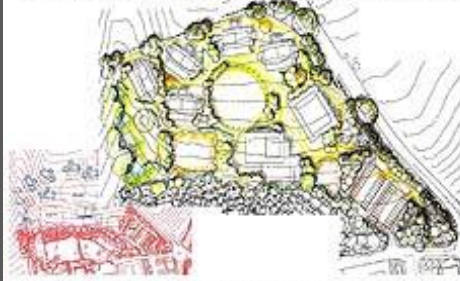
Report Designed & Written for Devon Property, Devon County Council  
by Westley Design - February & March 2006  
Project Stages A+B in association with Hopwood & Swallow & Giffords

### Dartington Primary School Phase 2: - Massing, Landform, Circulation, Drainage & Planting Strategy

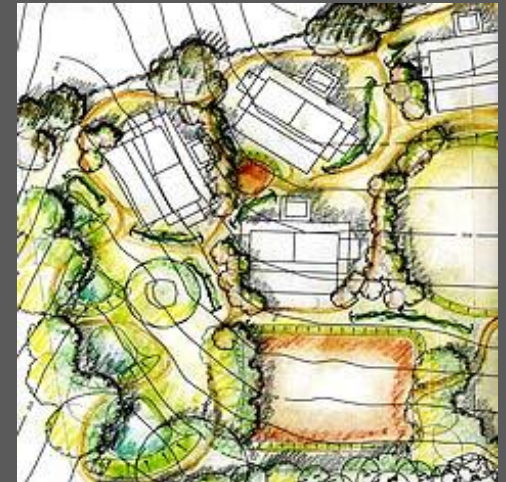


Report Designed & Written for Devon Property, Devon County Council  
by Westley Design - March 2006  
Project Stages A+B in association with Hopwood & Swallow & Giffords

### Dartington Primary School Phase 3: - Built Form Massing & Landscape Design Options



Report Designed & Written for Devon Property, Devon County Council  
by Westley Design - March 2006  
Project Stages A+B in association with Hopwood & Swallow & Gifford



## Edible Playgrounds – Creative Partnerships; Inclusive Learning Landscapes in Cornish Primary & Secondary Schools & Teacher Training at Trebah Gardens & Eden Project (2002 - 07)

### The challenge

School Grounds are often no more than deserts of grass or tarmac, creating poor environments with little or no educational function. The Edible Playgrounds Project started by Creative Partnerships, aimed to involve designer makers & creative professionals with the whole school community, in order to develop inclusive, creatively designed school grounds with a broad range of multi-sensory & educational functionality.

### What we did

Mike Westley worked as consultant to the Creative Partnership team to design & deliver school grounds evaluation & inclusive design workshops for teachers & their appointed artists in residence, delivered at Eden Project & Trebah Gardens.

Mike facilitated Workshops with pupils, involving both special needs unit and other children to develop visions for their own school grounds. In the program of implementation advised on the specific design development and implementation of multi-sensory learning opportunities in School grounds on case study school sites involving throughout Cornwall and the subsequent evaluation of the resulting landscapes success in use.

### The result

The project raised the profile and started the culture of inclusive learning landscapes throughout the Cornish project area. The Eden project developed the 'Gardens for Life' partner project, which twinned schools in Cornwall with schools in the developing world.



## Launceston Children's Centre (2008-9)

### The challenge

The Children's Centre project has established a series of facilities offering family and child support, learning, parenting skills and family health advice. Play, especially with younger children (both leaning & therapeutically focussed) & often accompanied by counselling activity, is a key element of each centres program. The site comprised a plain, grassed space bordered by mature hedgerow trees including a semi-enclosed courtyard. The client wished to create a multi-sensory learning/ play environment in this space to extend its breadth and scale of provision. The design also needed to incorporate discrete social spaces serving an associated public health facility.

### What we did

Westley Design facilitated a detailed brief development exercise with the Centre's staff to design & deliver an inclusive vision for an enriched sensory learning environment. Westley Design helped produce briefs & detailed designs for multisensory learning & play opportunities, including: a water play area, tree house walkway, trike track and story-telling / hammock willow domes. We then ran the tender process and managed the project onto the ground with contractor, Mor Construction, including the design & installation of the planting design.

### The result

The project produced a highly successful, flexible landscape design, rich with sensory play and learning opportunities. The project is due for completion on site in April 2009.



## Magharalone Therapeutic Play Space Project & Cork Health Authority Training (2005-6)

### The challenge

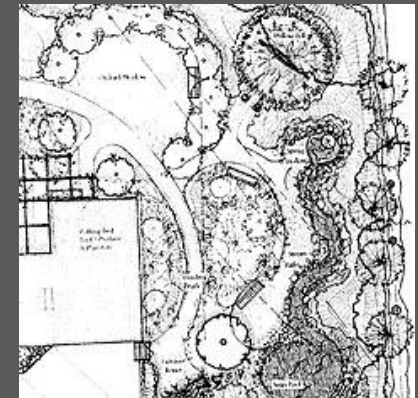
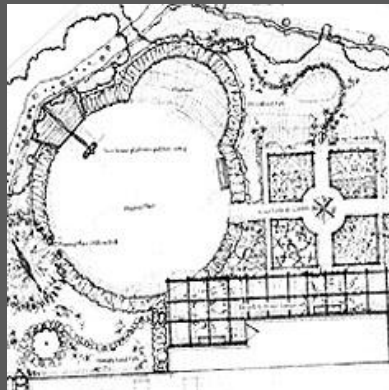
Eadaion Brannach, an inspirational Consultant Occupational Therapist & Attachment Counsellor has developed clinical specialism in Sensory Integration & Attachment Classification. Her work involves analysing the individual's capacity to maintain an appropriate arousal state when engaged with others. Sensory Integration Theory deals with understanding of how we process sensations and how we can use sensory experiences to regulate our emotional states and behaviour. Attachment Classification gives us an understanding of the nature of parent child relationships and how this impacts on; one's ability to regulate arousal states, the capacity to learn, and the capacity to engage in healthy attachment relationships with partners and children. Eadaion has integrated these two approaches and developed her own treatment approach called "Sensory Attachment Intervention" (SAI). It combines the use of sensory regulating techniques, parent/carer management strategies, and provision of therapeutic space (indoor and outdoor). From her own practice Eadaion was able to observe how much benefit was gained when working with clients in garden settings rather than inside buildings.

### What we did

Mike Westley worked with her to develop a landscape setting for her own treatment centre that would provide a series of specific sensory and spatial settings. The therapist might then develop client specific sets of activities based on combinations of different experiences obtained from the landscape settings. Westley Design later used the principles developed in their collaboration to deliver a program of training for children's services providers commissioned by the Cork Health Authority.

### The result

This proposal formed the basis for a separate set of training sessions delivered to a private service provider for the Cork Health Authority. The proposal for the garden never went ahead due to the sale of the treatment centre; however Eadaion continues her unique practice as a consultant and Westley Design remain committed to the principles developed during this project.



## Play For Life Inclusive Play Project Royal Cornwall Hospital (2007 - )

### The Challenge

The instinct to play is fundamental to human behavior at all ages. In children, play is essential to the development of the whole child; physical, mental, intellectual, social & spiritual. Children learn both life skills and knowledge more deeply & intuitively through play. If the nature of the play engages all of the child's senses & their imagination & creativity, that learning is exponentially greater. As with its learning benefits, so play brings healing benefits which increase with multisensory engagement & the stimulation of the imagination & innate creativity of the child. Whatever the child's range of sensory or intellectual ability, there is always a form of play which they can engage in? Play is just as important to children in hospital as it is to children in the wider community. It is difficult to overestimate the impact on a hospitalized child of an environment dominated by clinical routines dominate each day. This project has sought to listen to the younger hospital patients as well as adults. They've made it clear that they have aspirations to be outdoors and the need to respond to acknowledge the 'whole' patient experience, not just the routines of hospital life.

### What we did

Westley Design advised on the design & delivery of an Inclusive Consultation & Design Process developed by RCHT with Royal Cornwall Hospital School. We then produced an inclusive play design masterplan and report in support of funding application.

### The result

The Royal Cornwall Hospital Inclusive Design Play space is designed to offer the child, carer, clinician, teacher or health worker a range of different sensory, intellectual, social & physical/ mobility options for the play experience. All areas and play elements are designed to be used by children of all abilities & mobility to different degrees, depending upon their capacity and choice to interact. As well as specific therapeutic effectiveness, the design is intended to offer a place of respite and sensory richness to children, teenagers & adults. It is a place with something to offer to everyone in the wider hospital community. The project proposals comprise a diverse landscape that will entertain, inspire, & absorb the users, taking them out of the hospital environment and into the world of their own imagination. The proposal is currently being promoted by the trust for funding.



## Camborne Nursery School (Phase 2) (2006 - 08)

### The challenge

Even school grounds for our most vulnerable children are often no more than deserts of grass or tarmac, creating poor environments with little or no educational function. They lack the shelter and shade which makes outdoor play & learning possible for early years/ nursery children to safely enjoy. Hence children are confined to the classroom and lose contact with natural world and the rich multi-sensory stimulating developmental experiences. Wendy Titman Associates are experts and advisors to government on the subject of the benefits of enriching the school environment. They appointed Westley Design as project partners and designers on their program of Cornish Pre-school Projects, including Camborne Nursery School.

### What we did

Westley Design worked directly with the inspirational Wendy Titman and the school staff to develop design & deliver an inclusive vision for an enriched sensory learning environment. Westley Design helped produce briefs & detailed designs for multi-sensory learning & play opportunities.

### The result

The project produced a highly successful, flexible landscape, rich with sensory play and learning opportunities.

