



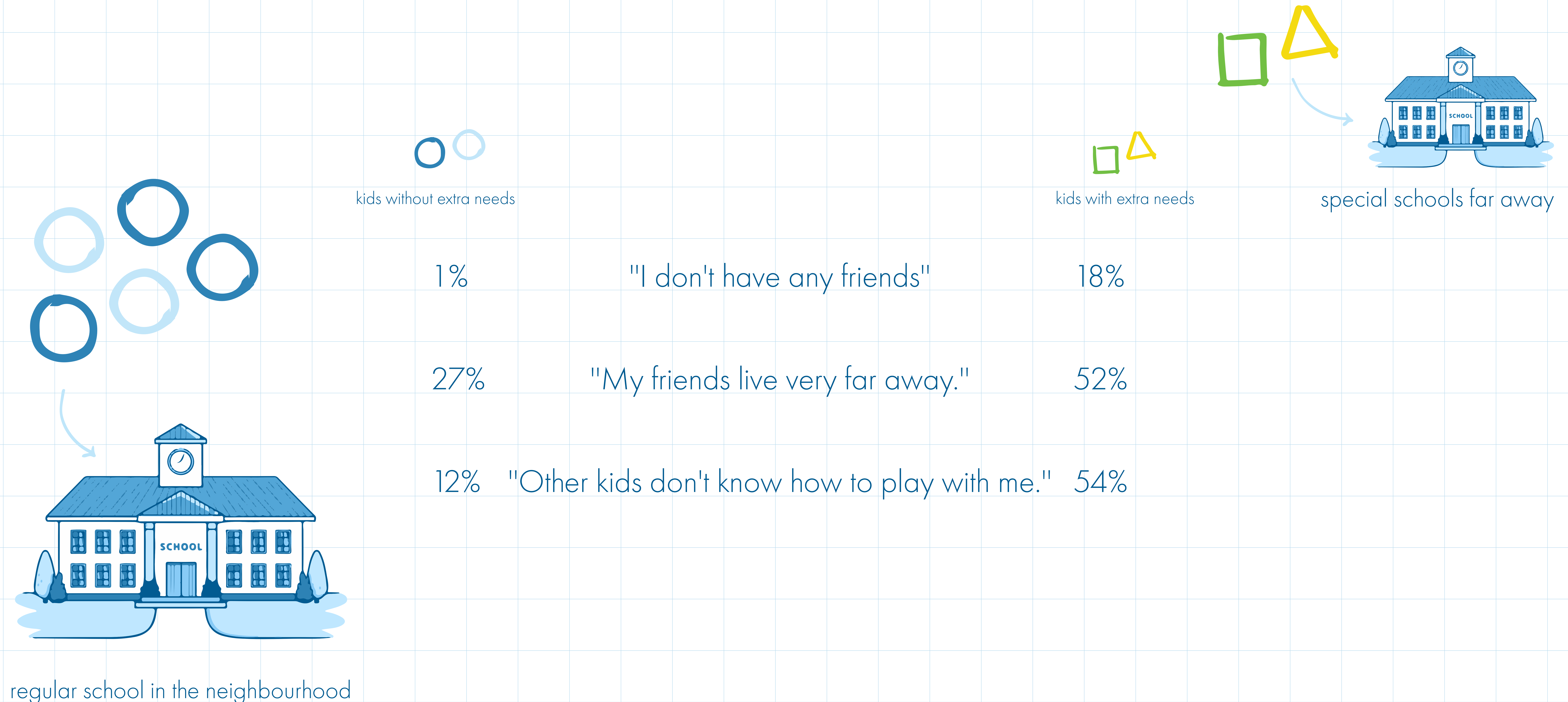


I N C L U S I V E
P R I M A R Y
S C H O O L S

IMAGINE A WORLD...

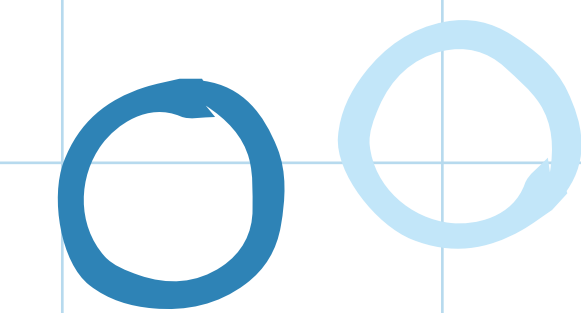


... BUT REALITY IS DIFFERENT



WHO ARE THOSE KIDS?

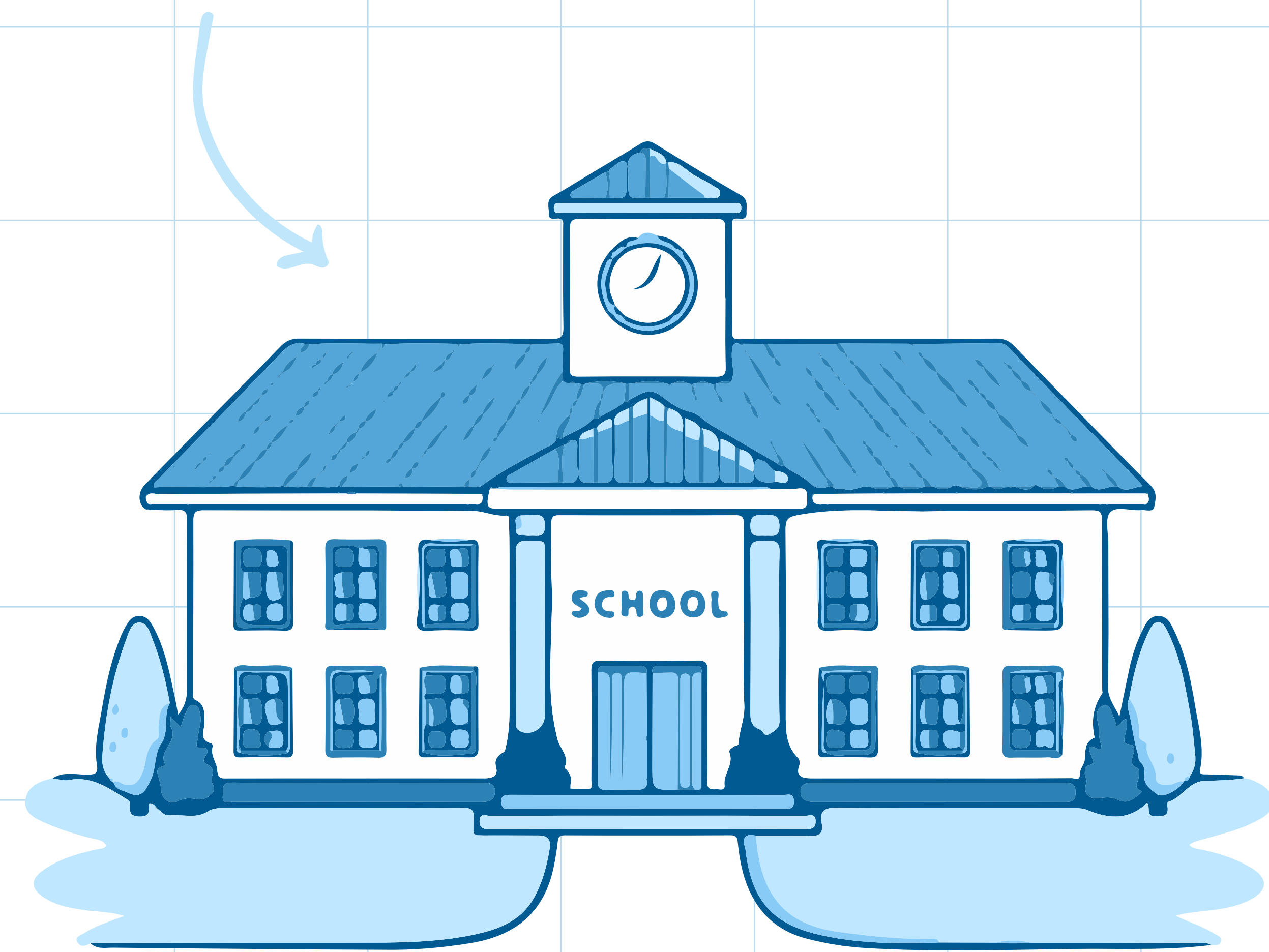
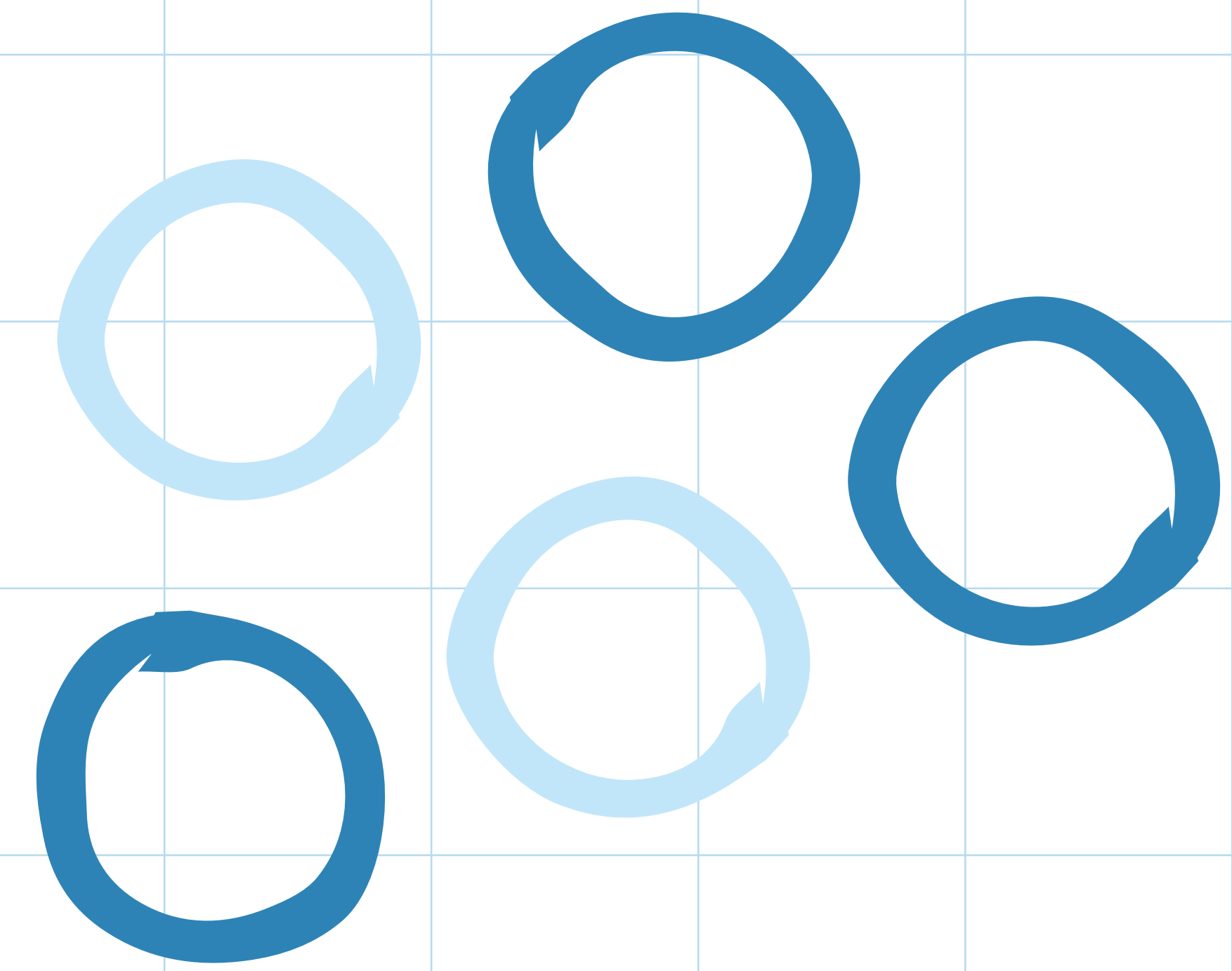
total kids 1.425.964 (age 4-12)



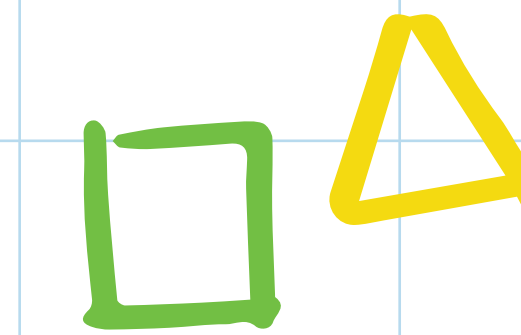
kids without extra needs

95%

1.357.526 kids



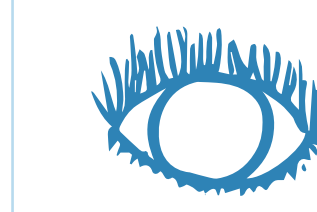
regular school in the neighbourhood



kids with extra needs

5%

68.438 kids



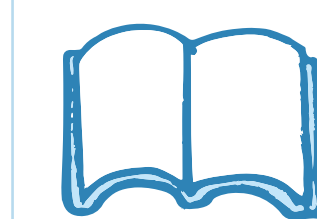
0.4%



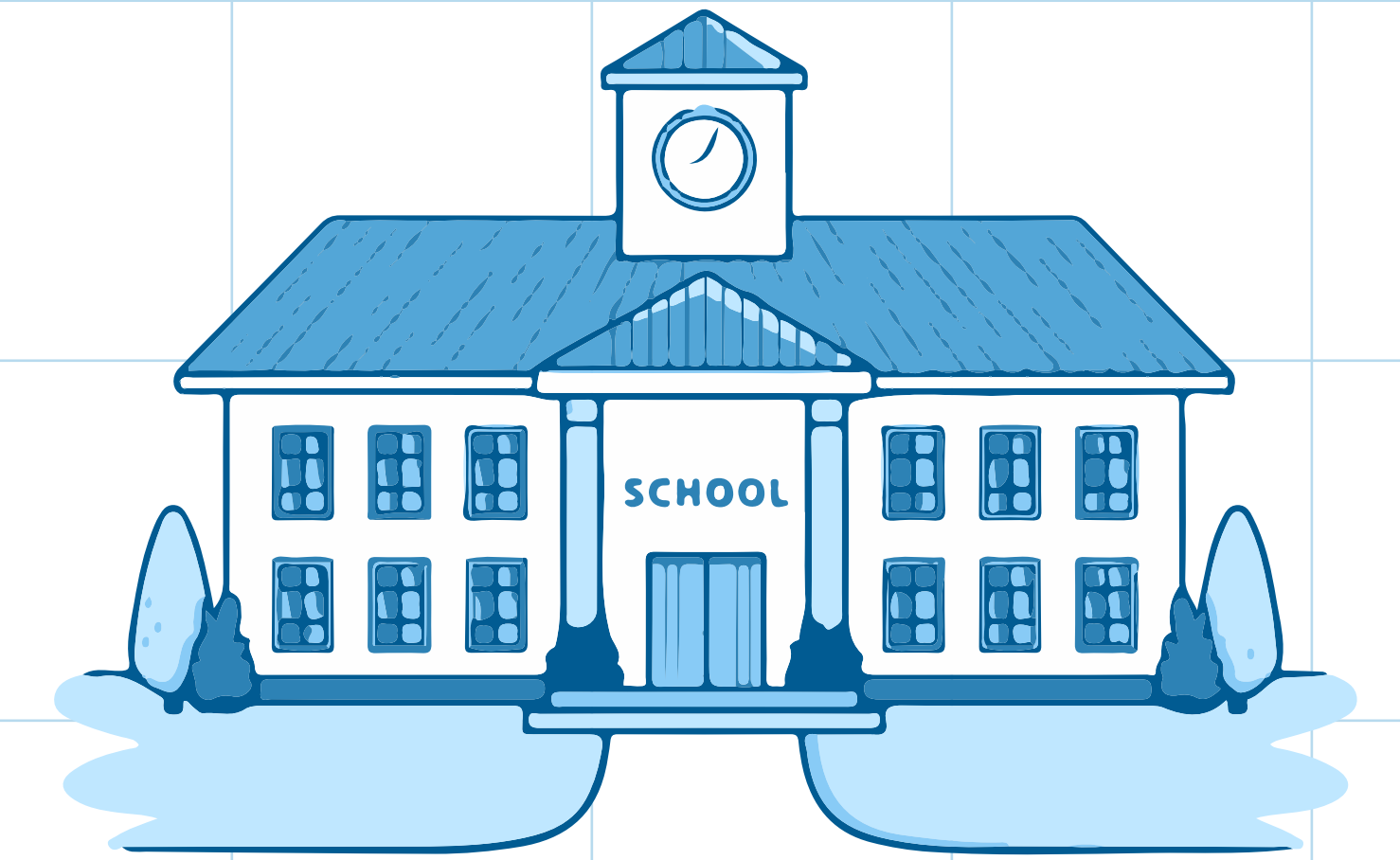
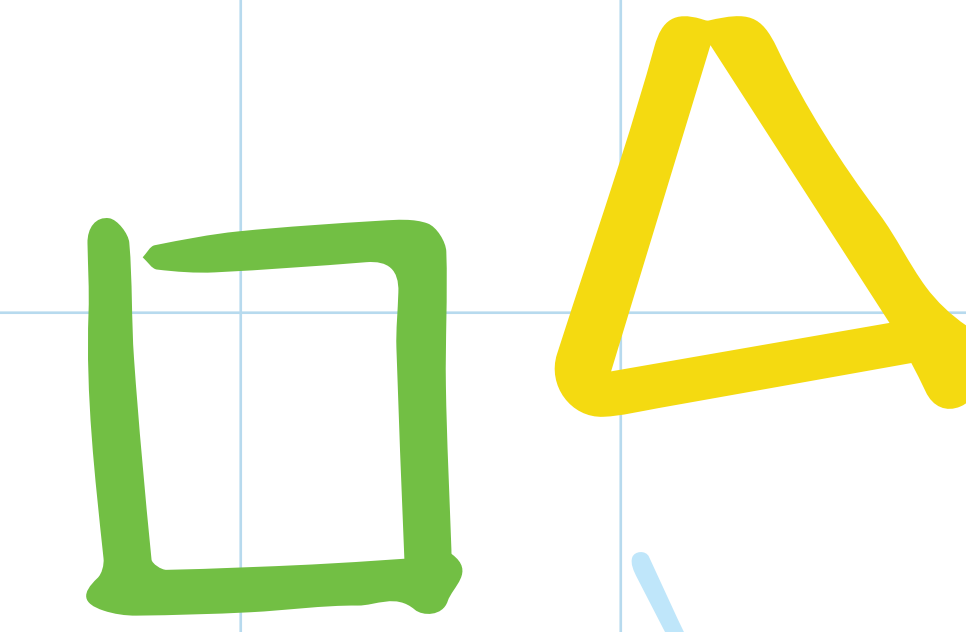
9.4%



40.6%



46.6%



special schools far away

TIME FOR CHANGE

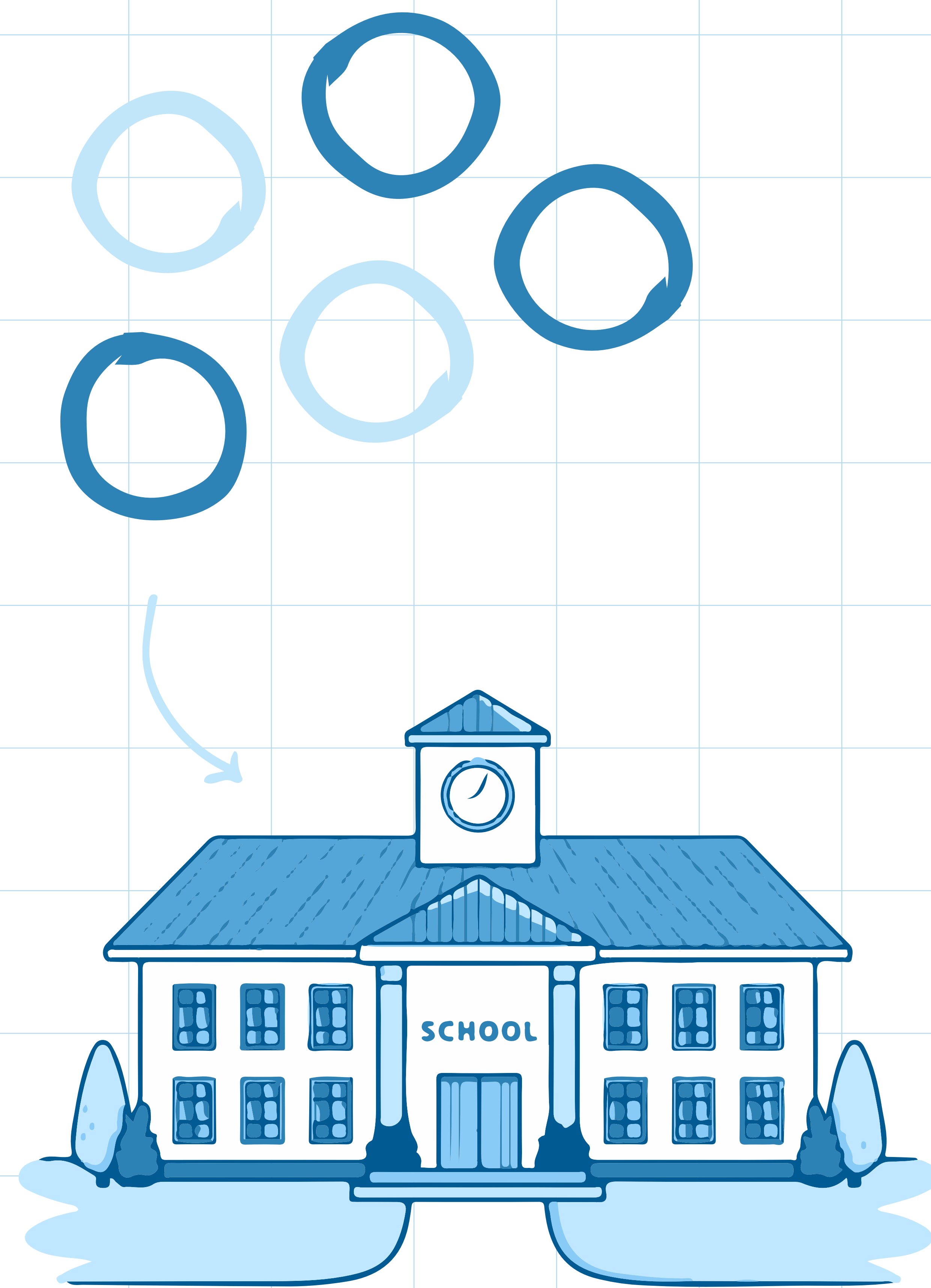
together & close to home

"*Why?* He will never work or study later."

"I'm *not educated* for this."

"Our *budget* does not allow for more staff."

"I'm sorry, but the *building* is not accessible."



regular school in the neighbourhood



special schools far away

INCLUSIVE PRIMARY SCHOOL

What educational environment features support inclusive primary schools in the Netherlands?



inclusive school in the neighbourhood

1 | What are the needs of **children** for the physical inclusive educational environment?

15 pairs (9-12 years)
photovoice

2 | What are the needs of **the staff** for the physical inclusive educational environment?

interviews
30 staff members

3 | What are the consequences of these needs for **the building**?

data analysis

INCLUSIVE PRIMARY SCHOOL



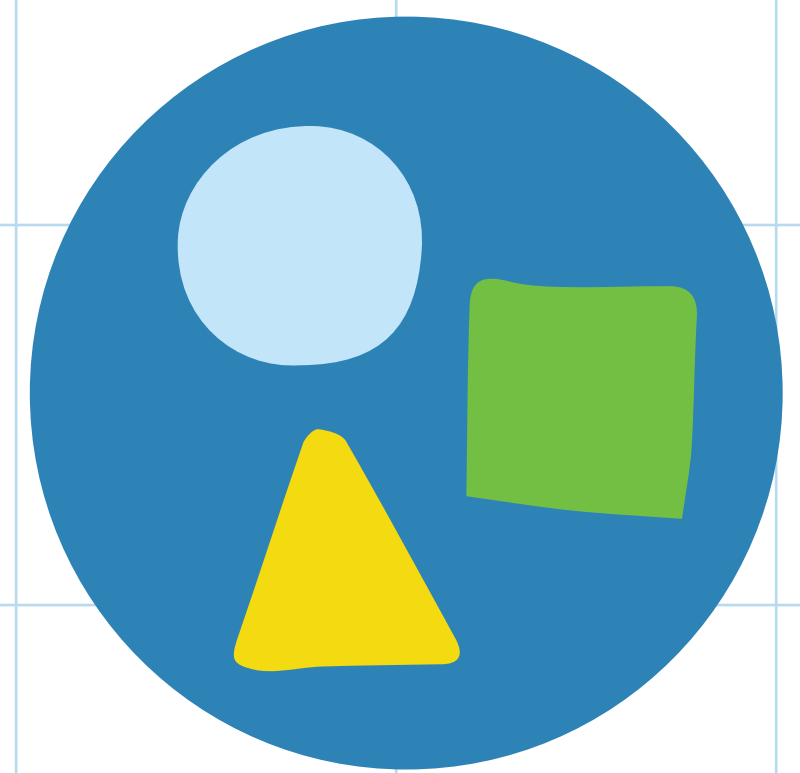
inclusive school in the neighbourhood

*Together 1 school,
with respect for **diversity**,
embedded in **calmness**.*

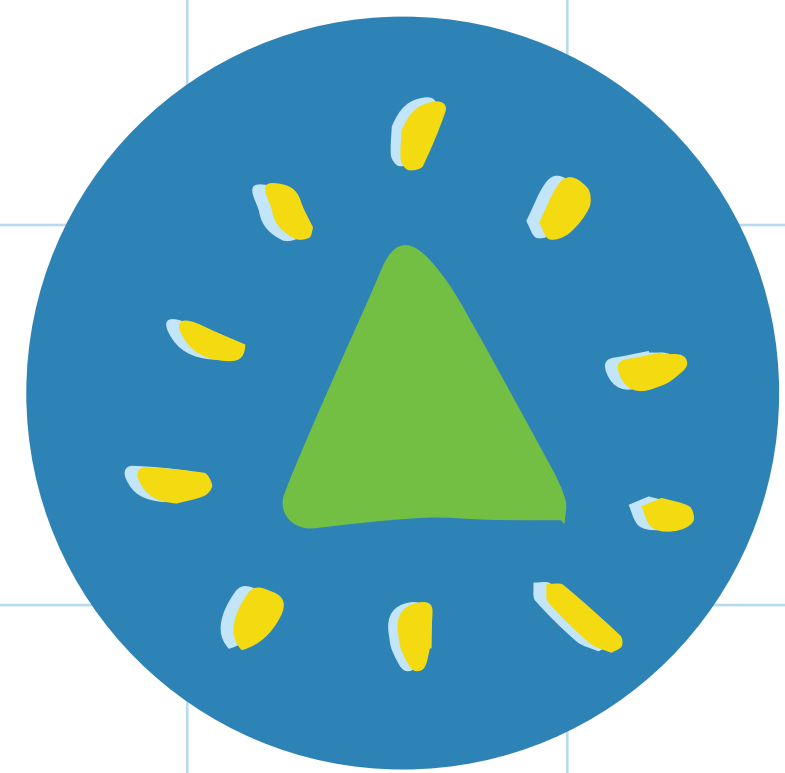
INCLUSIVE PRIMARY SCHOOL

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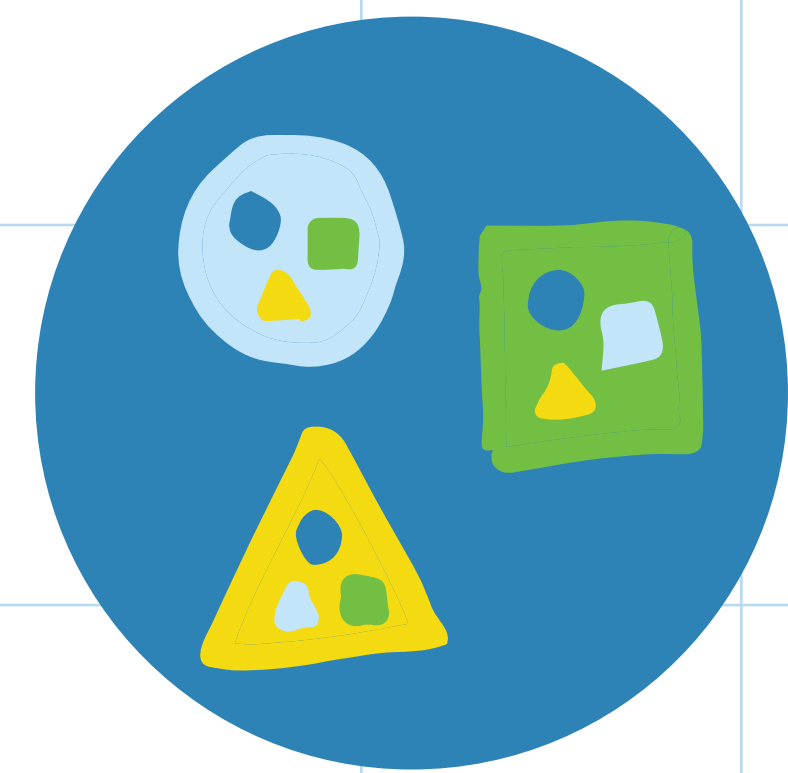
DIVERSITY



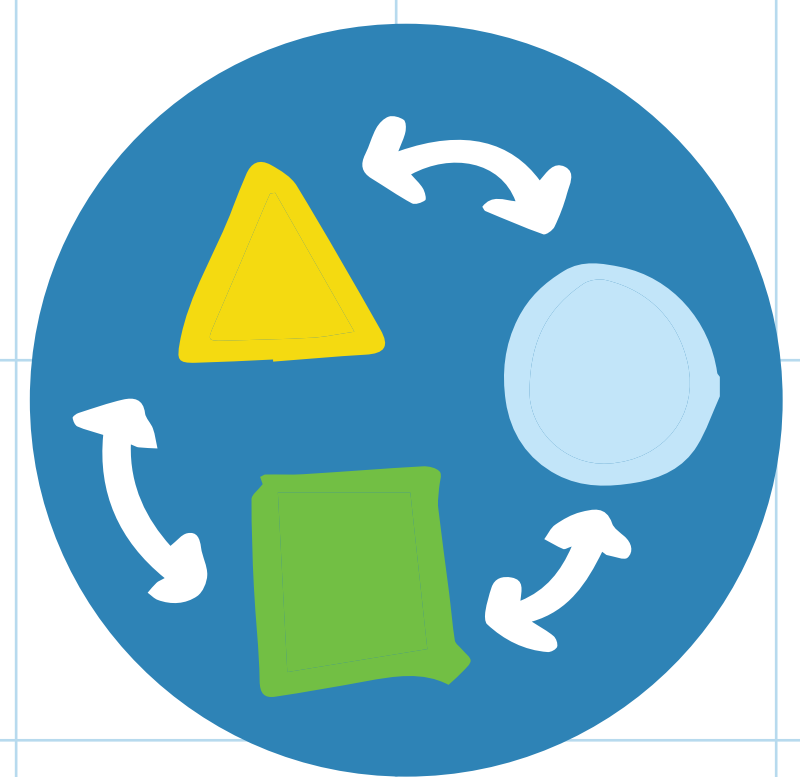
diversity of spaces



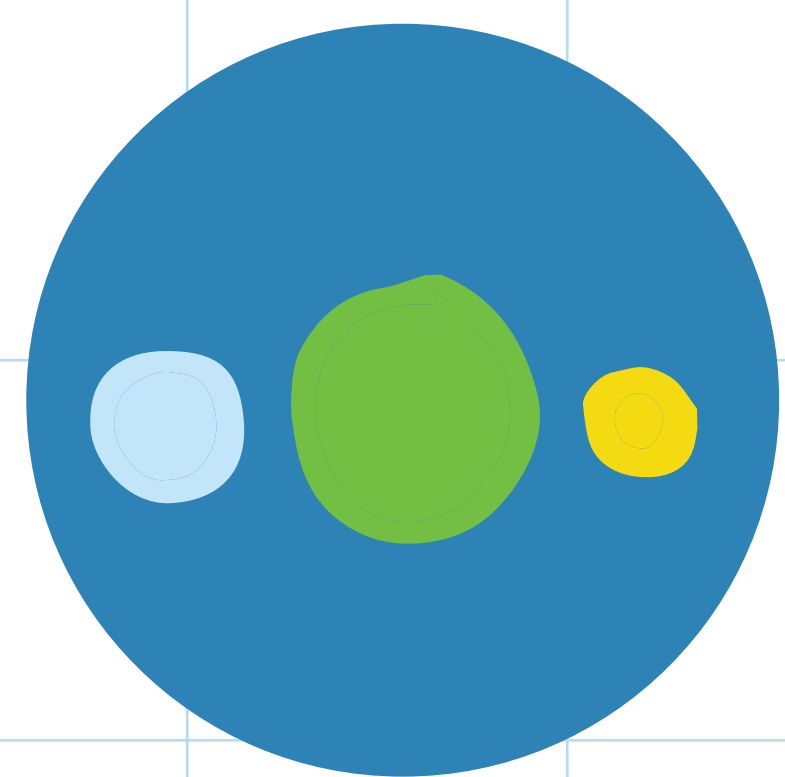
new functions



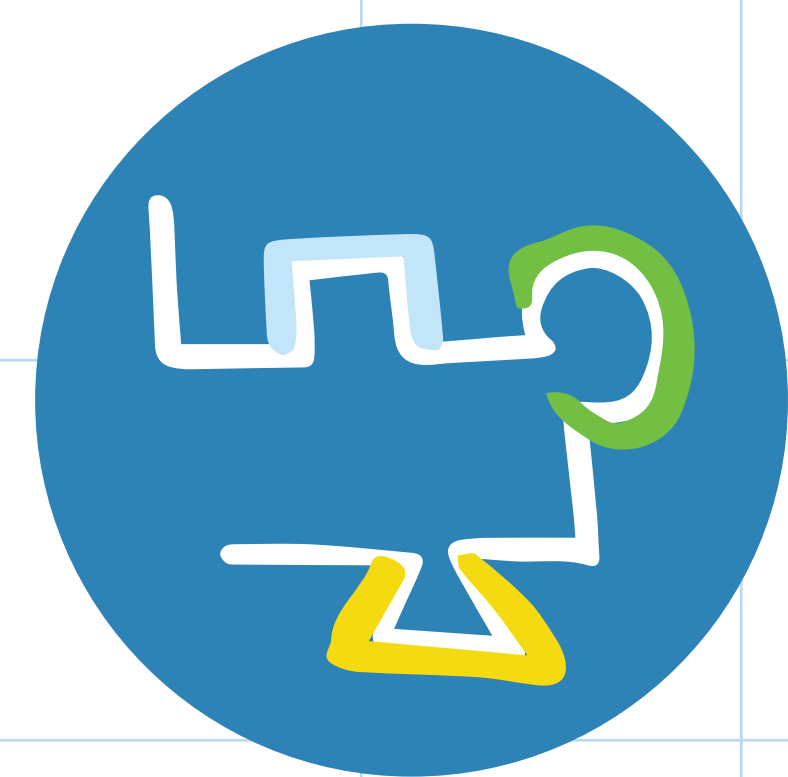
variety within



multifunctional

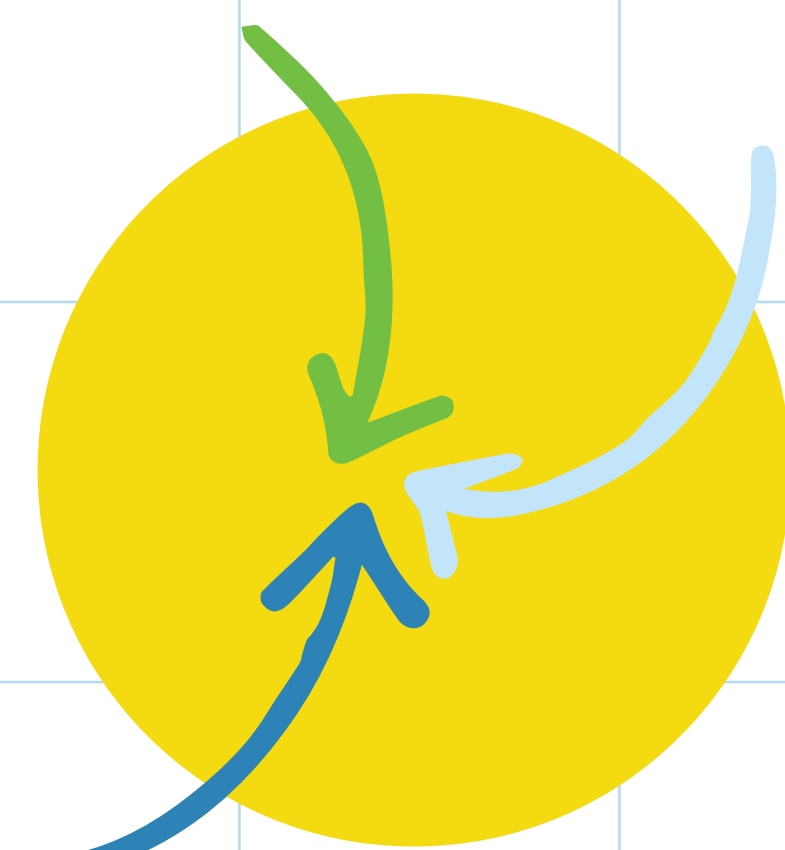


flexible

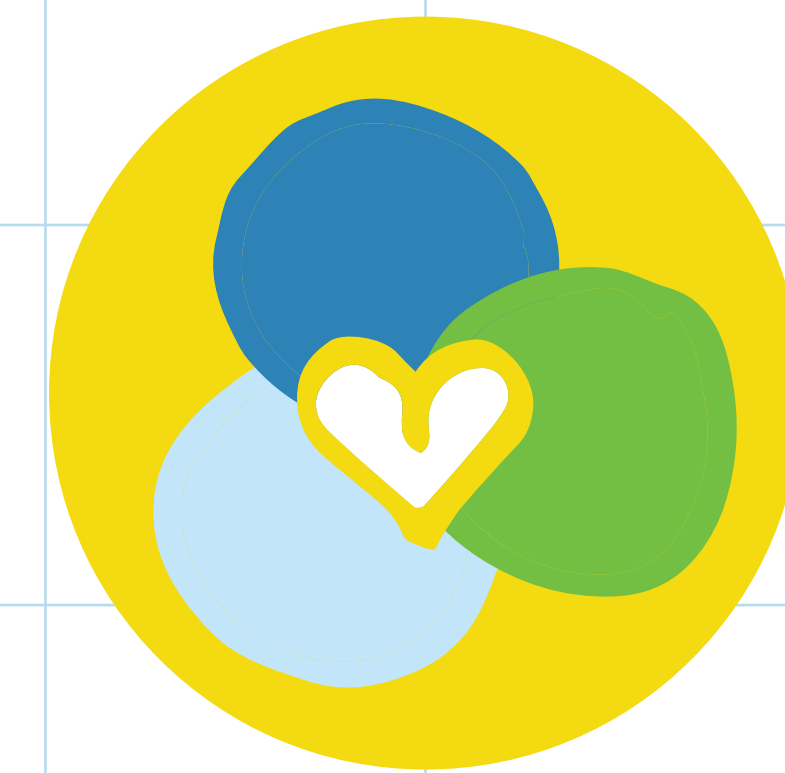


shape the space

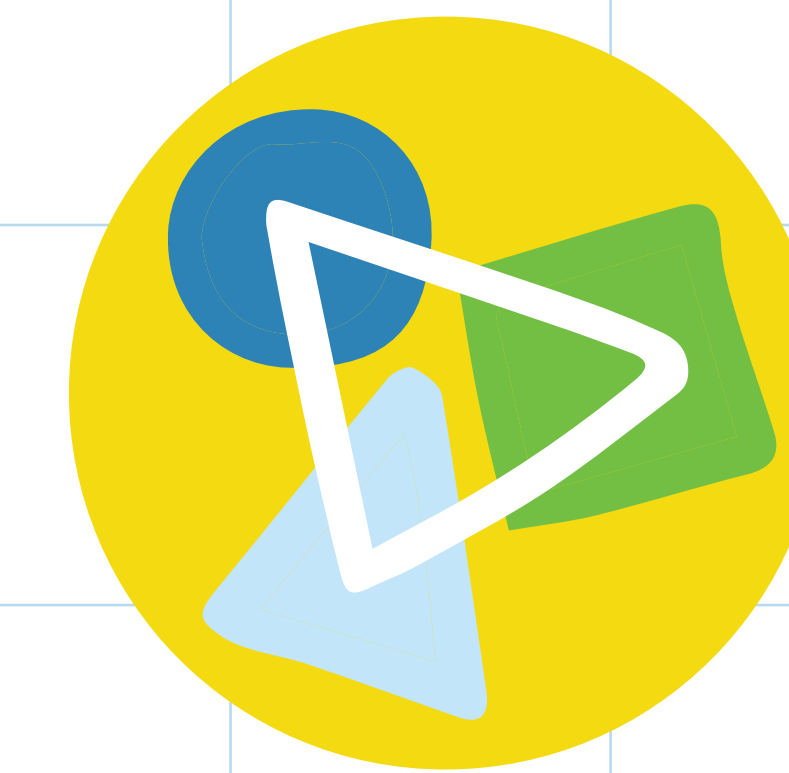
TOGETHER



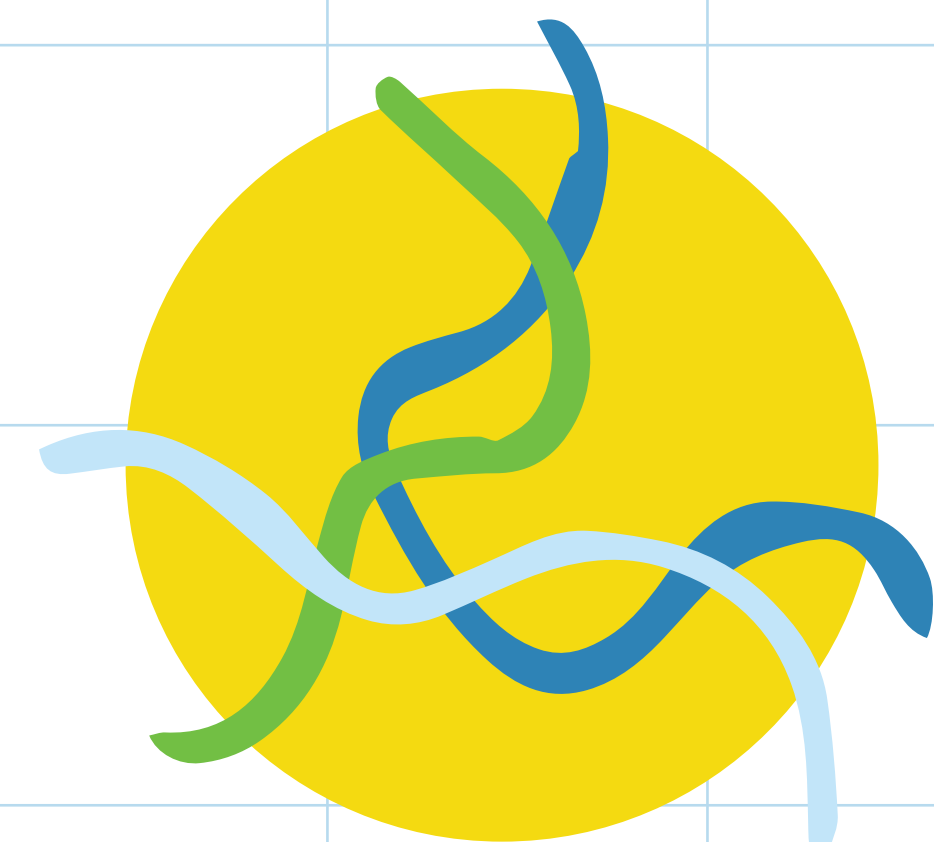
interaction



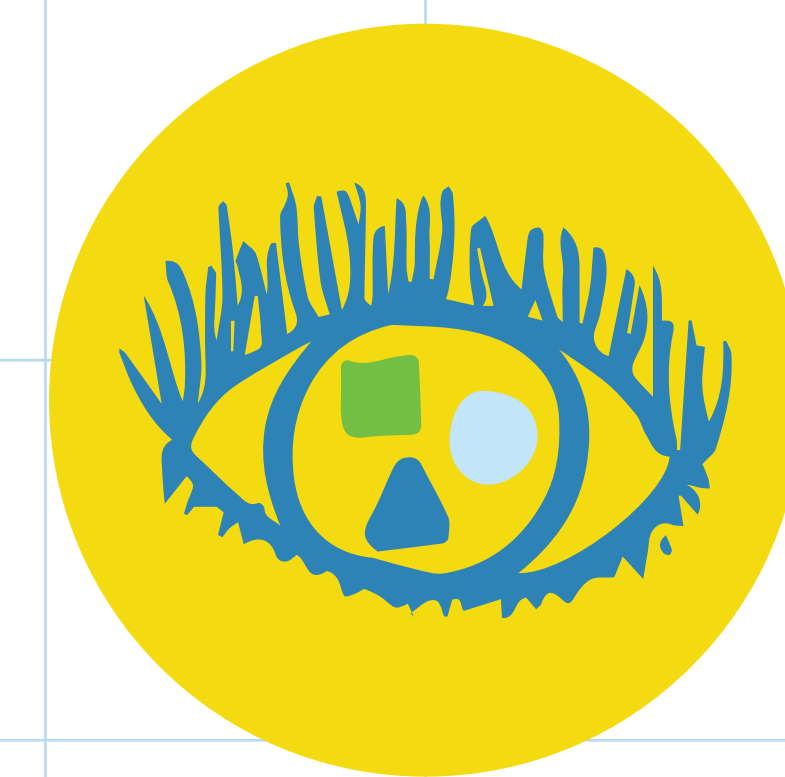
central heart



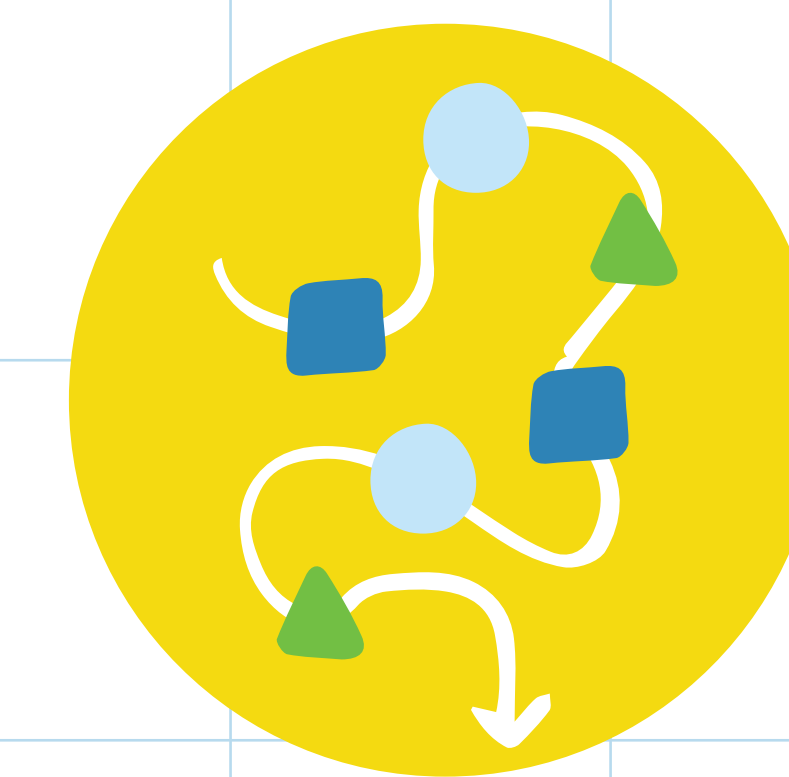
spaces together



no barriers

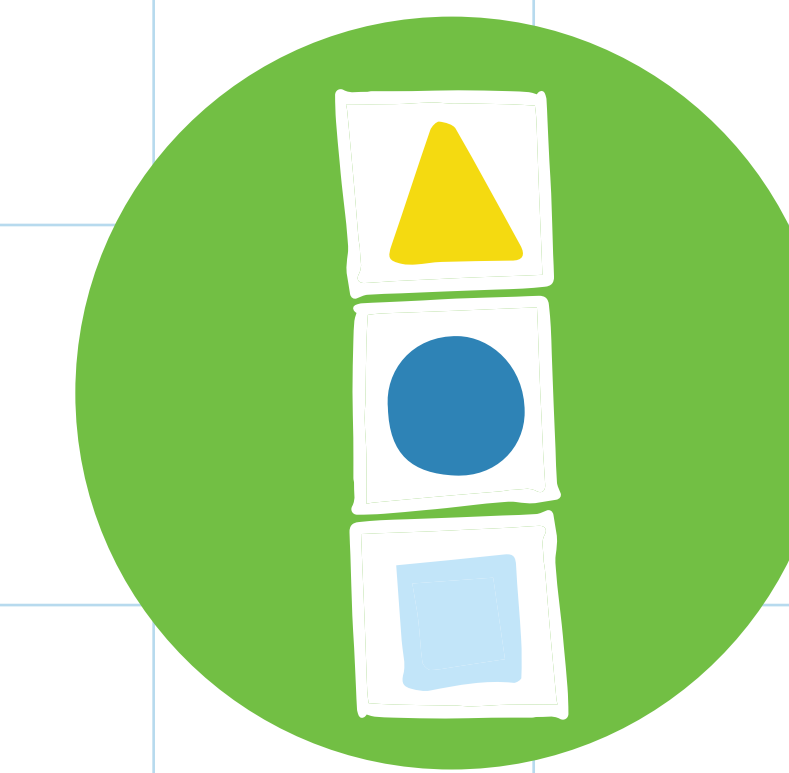


visibility

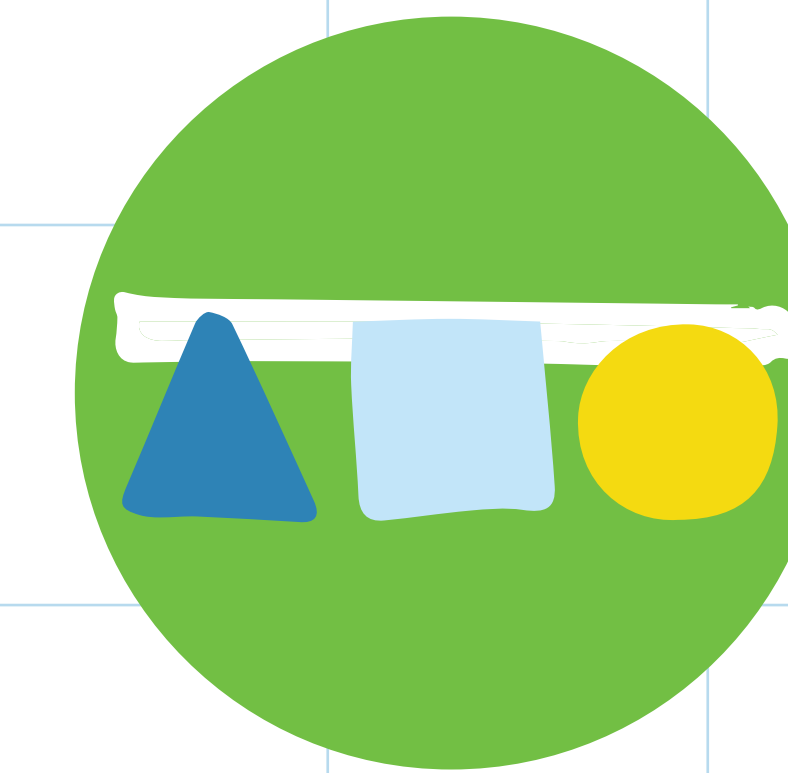


wide mainstream

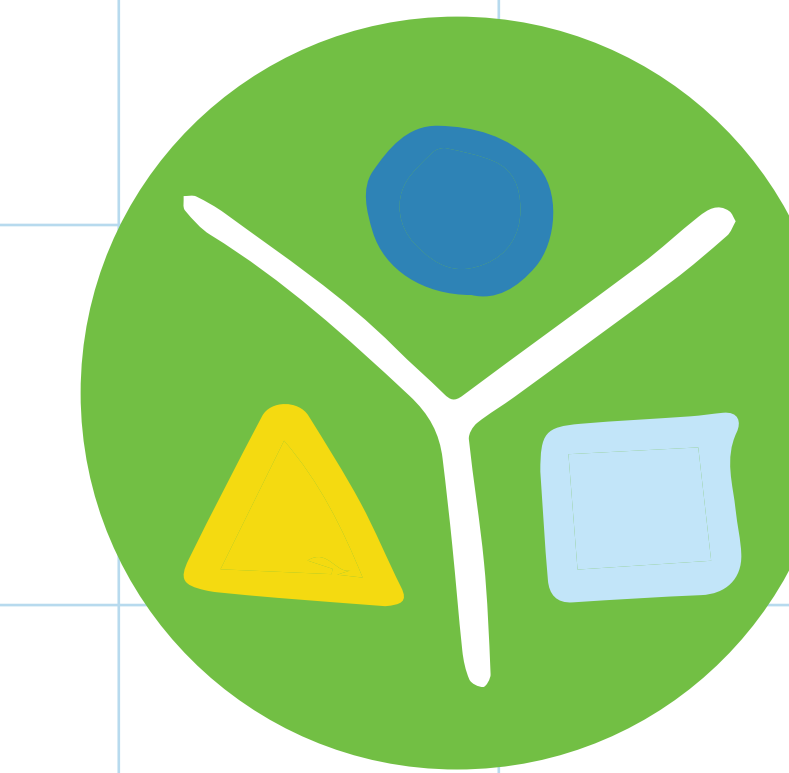
CALMNESS



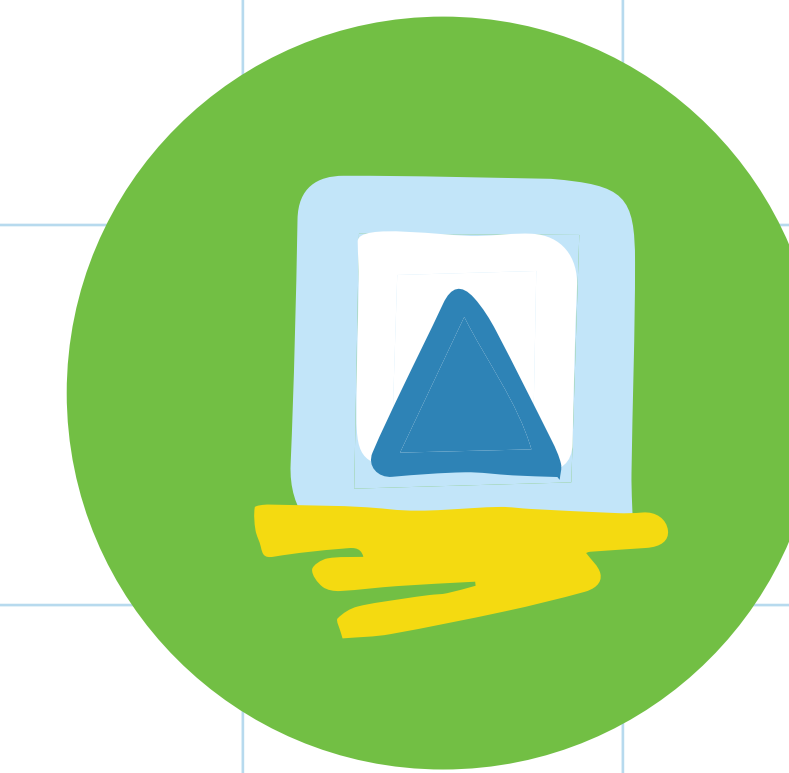
variety within structure



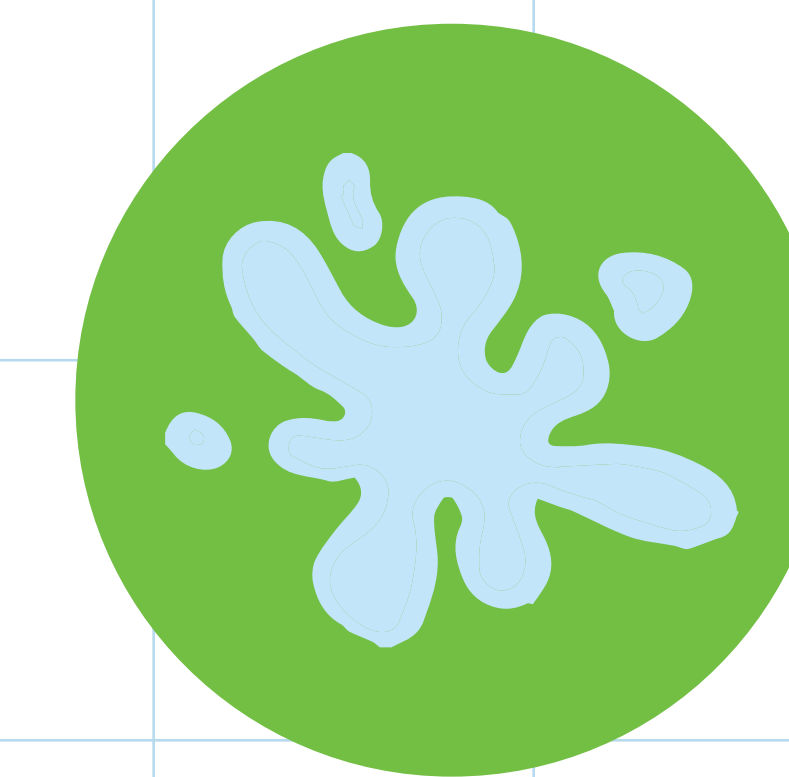
tidy



clear lay-out



be alone



calm colours



natural materials



requirements



good acoustics

INCLUSIVE PRIMARY SCHOOL

*Together 1 school, with respect for **diversity**, embedded in **calmness**.*

DIVERSITY



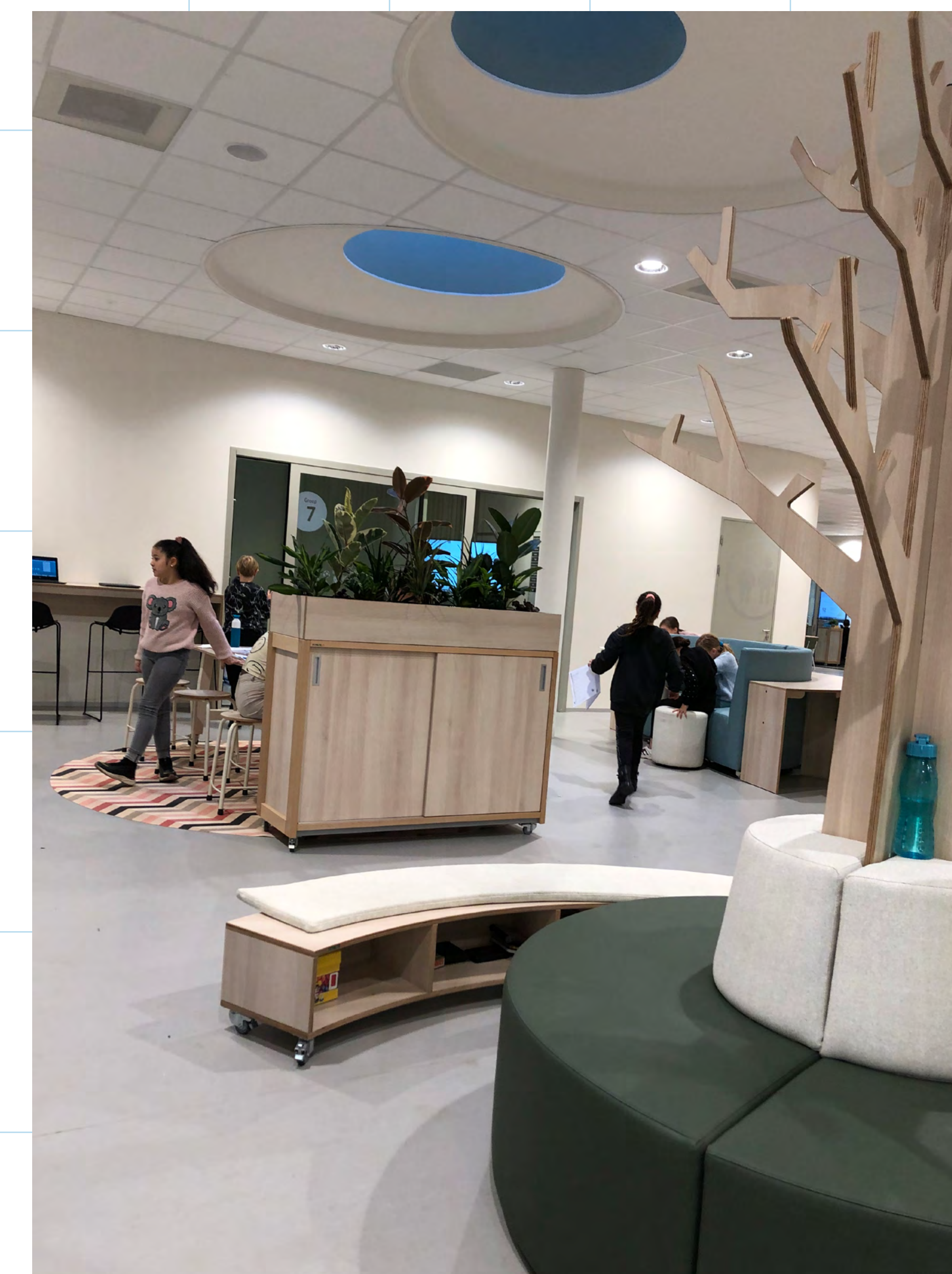
kids

staff

classroom



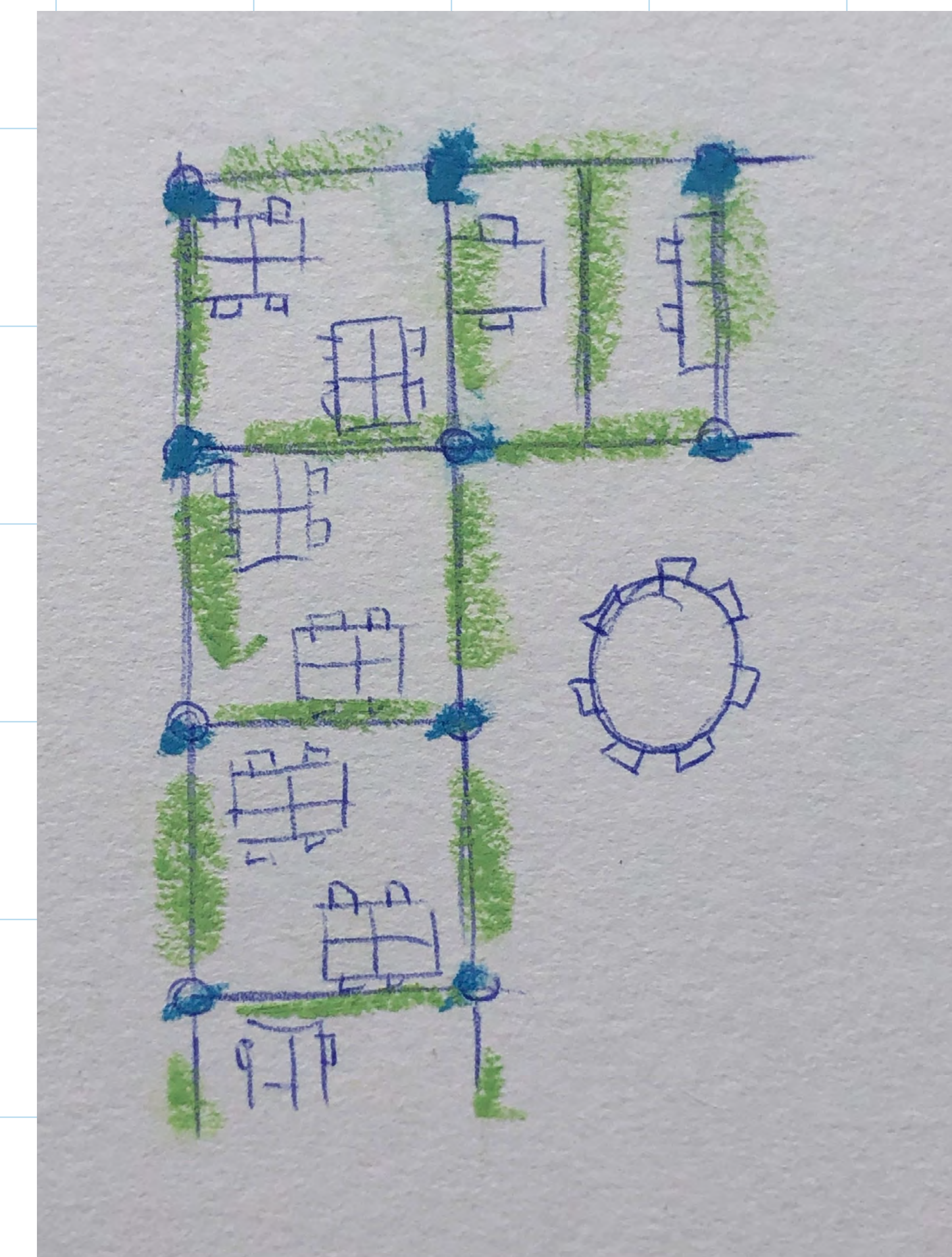
study square



additional spaces



technical



"... and my teacher can help me when I have questions."

"Many places to sit and many things to do !"

"We can't do our work without teaching assistants and specialists."

"The walls are not load-bearing."

INCLUSIVE PRIMARY SCHOOL

Together 1 school, with respect for **diversity**, embedded in **calmness**.

kids

school yard



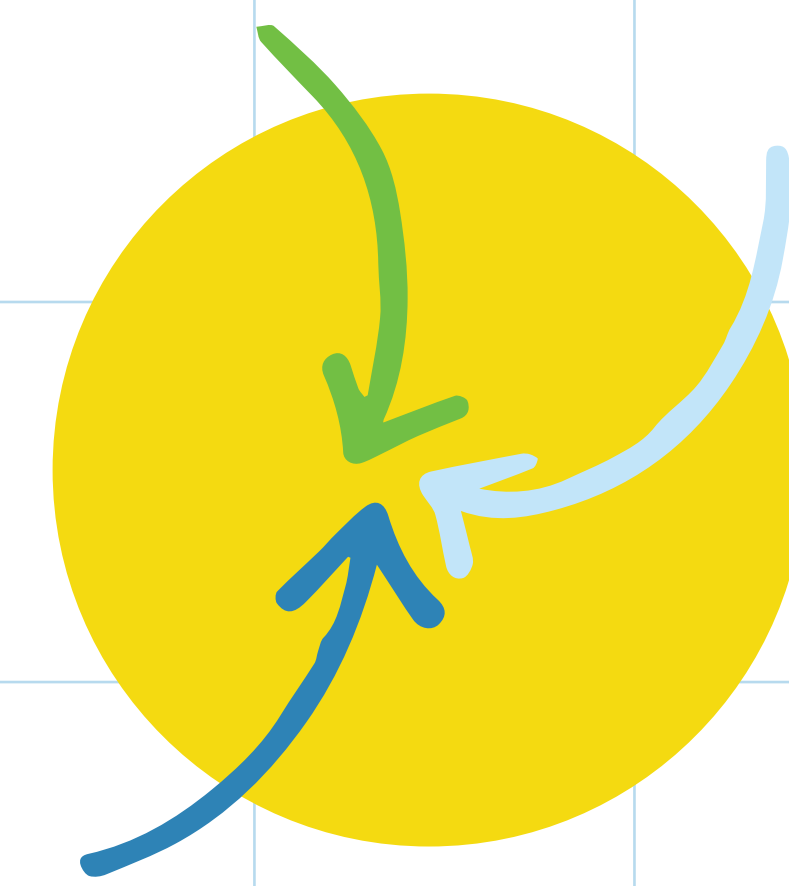
"The maze is my favorite place for hide-and-seek with friends."

sports hall

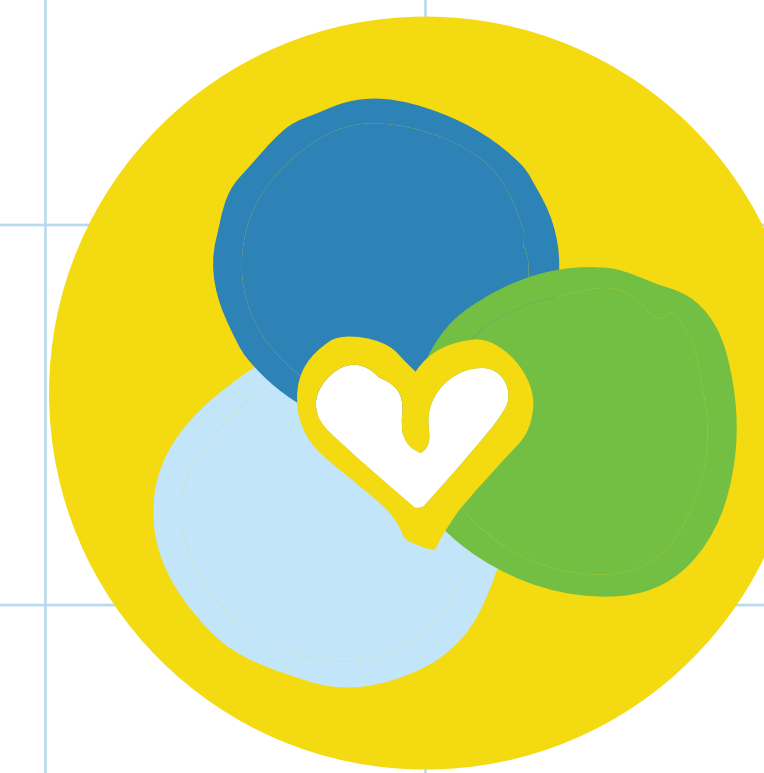


"During PE you work together with your classmates."

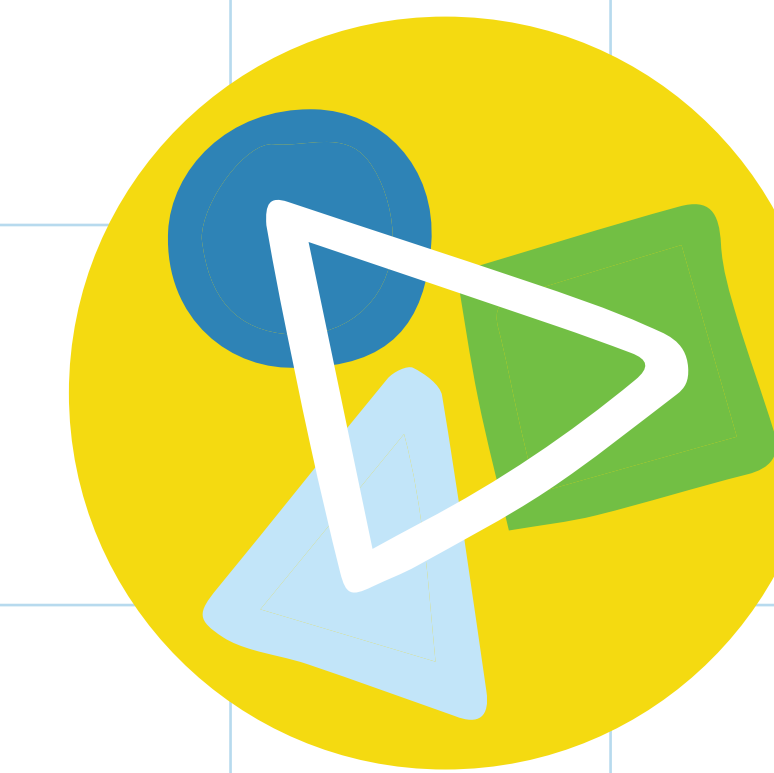
TOGETHER



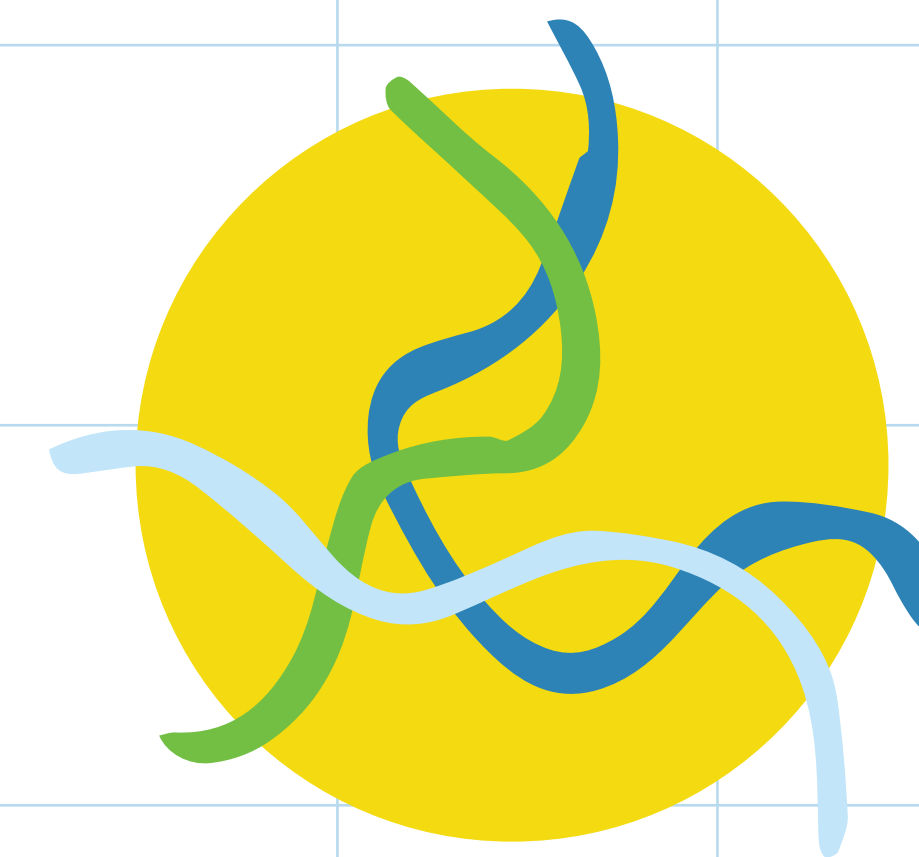
interaction



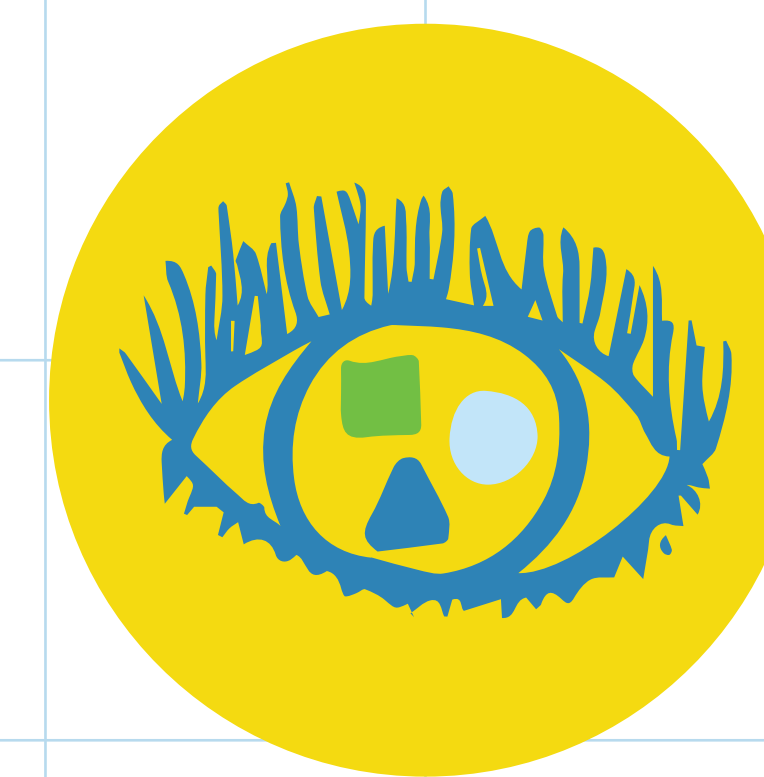
central heart



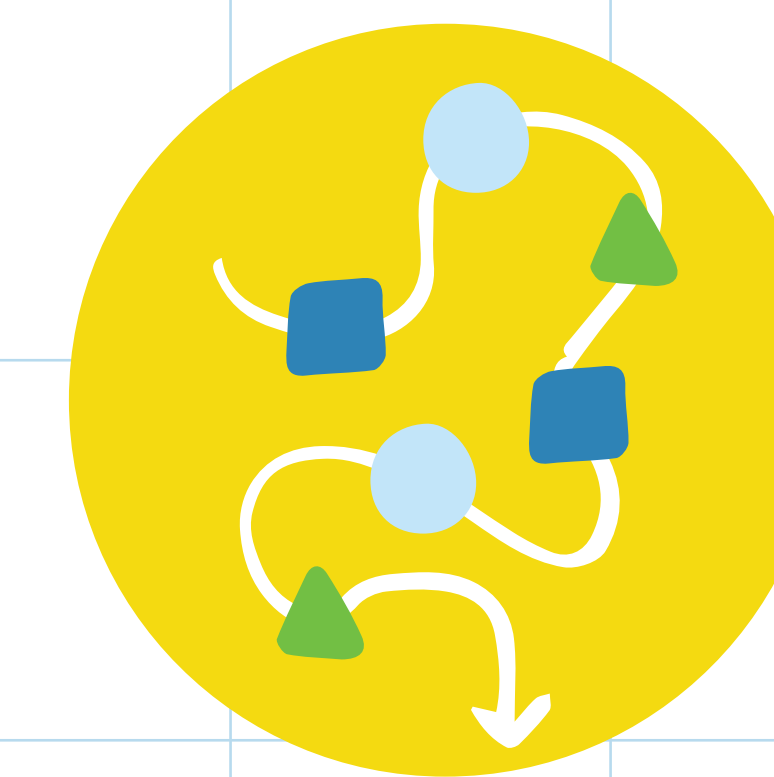
spaces together



no barriers



visibility



wide mainstream

staff

study square



"Study squares connect the classrooms and invite to come together."

organisation



"The central hall creates connection."

INCLUSIVE PRIMARY SCHOOL

Together 1 school, with respect for **diversity**, embedded in **calmness**.

kids

staff

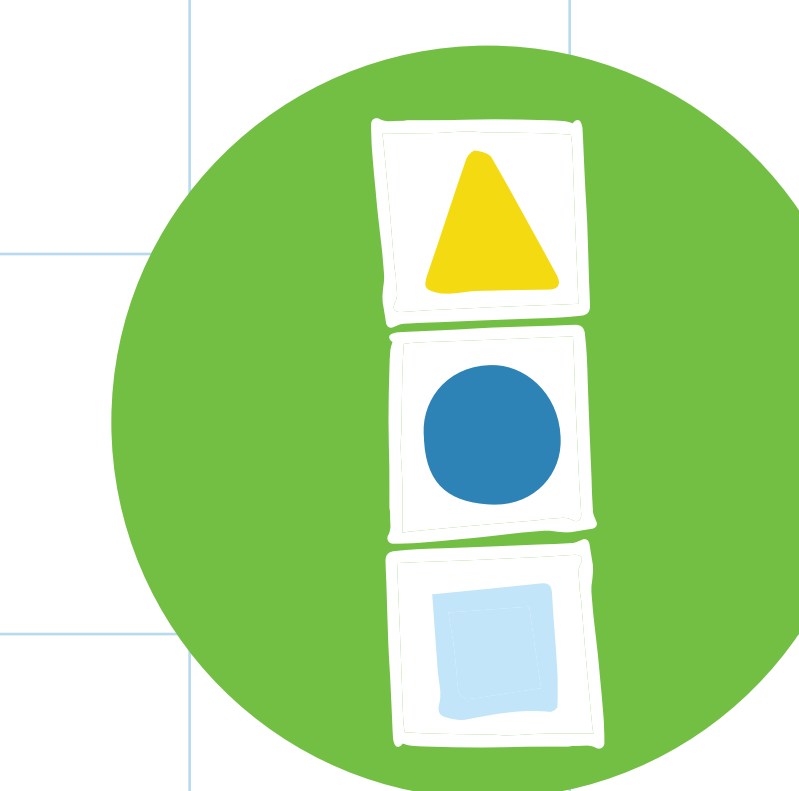
CALMNESS

be alone

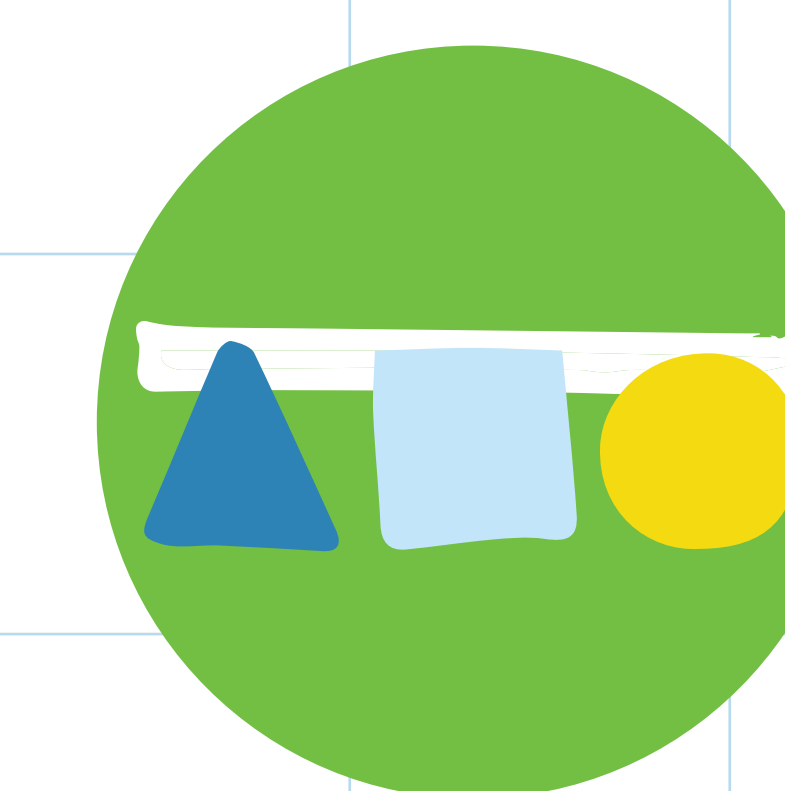
unpleasant

classroom

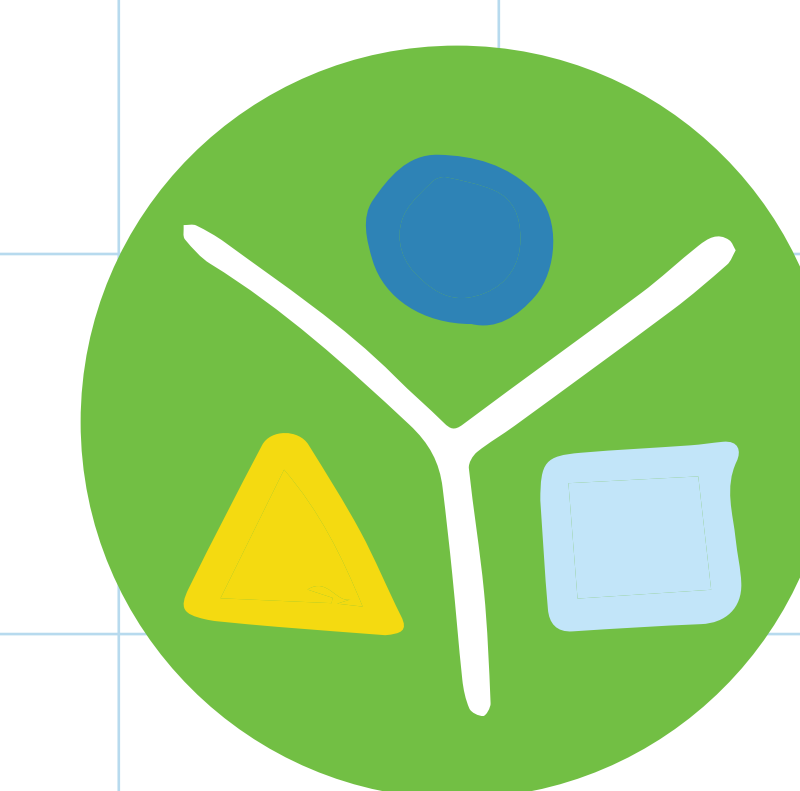
appearance



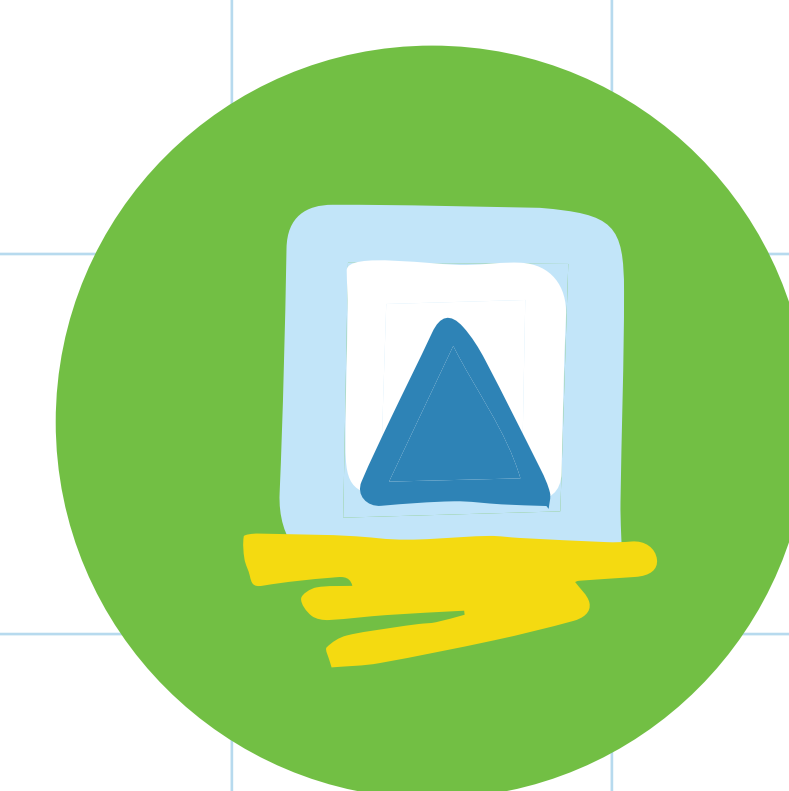
variety within structure



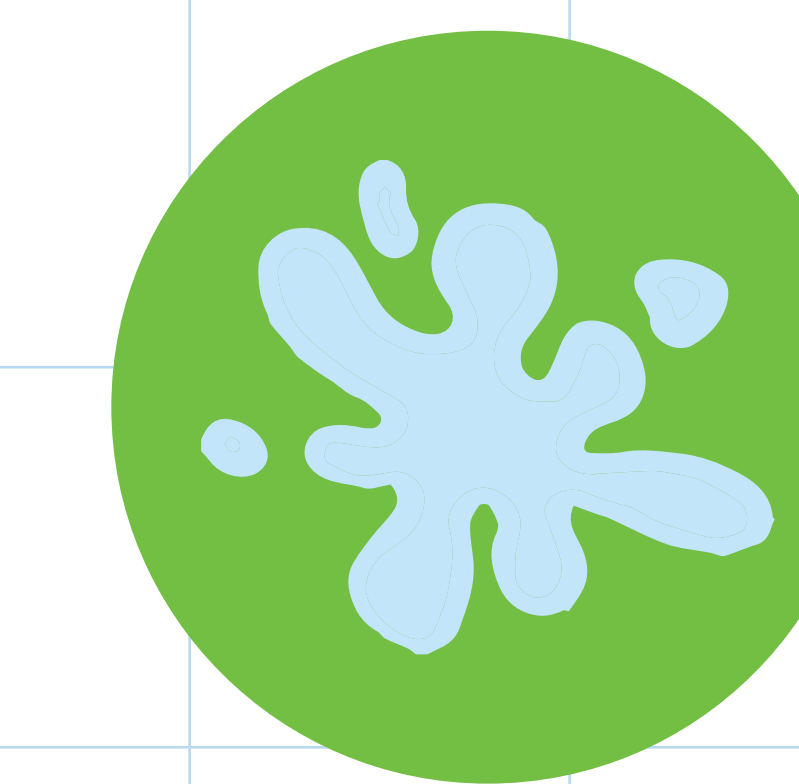
tidy



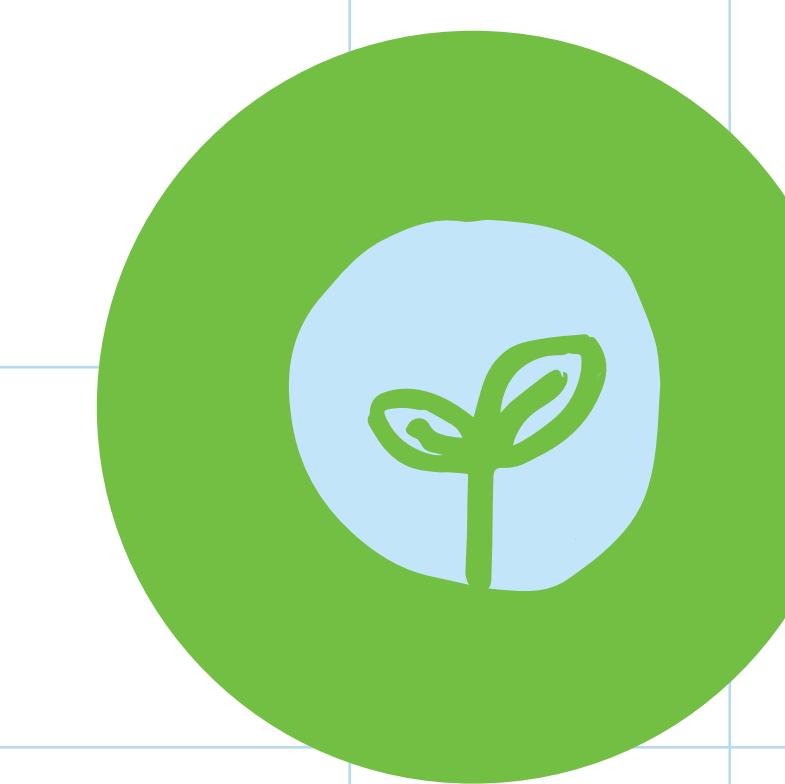
clear lay-out



be alone



calm colours



natural materials



requirements



good acoustics

"I lie down and look around."

"... and always bags on the floor."

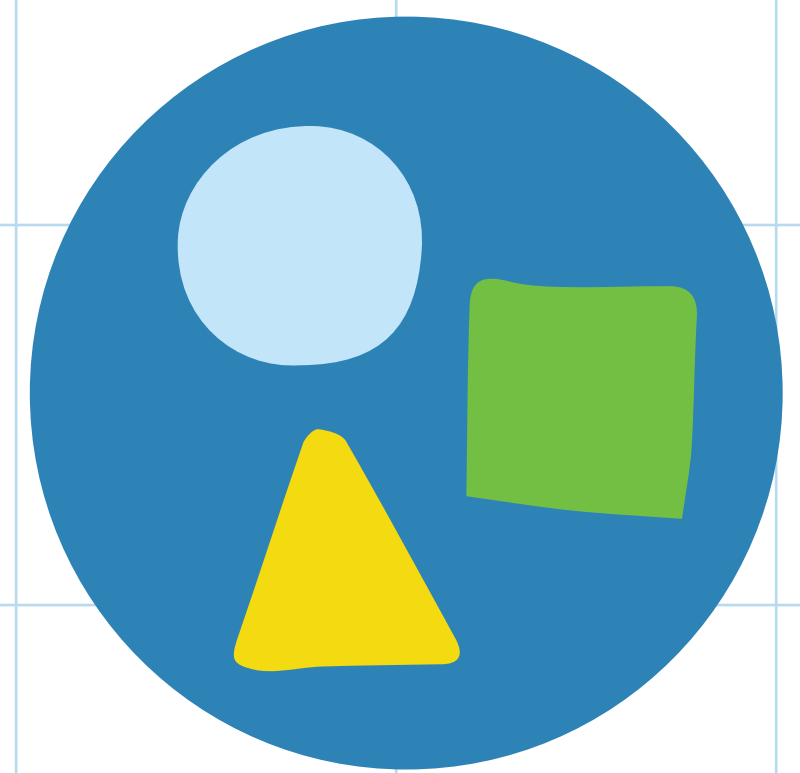
"I want to hang things on the wall but it shouldn't be to much."

"The building breathes calmness and the children bring the color."

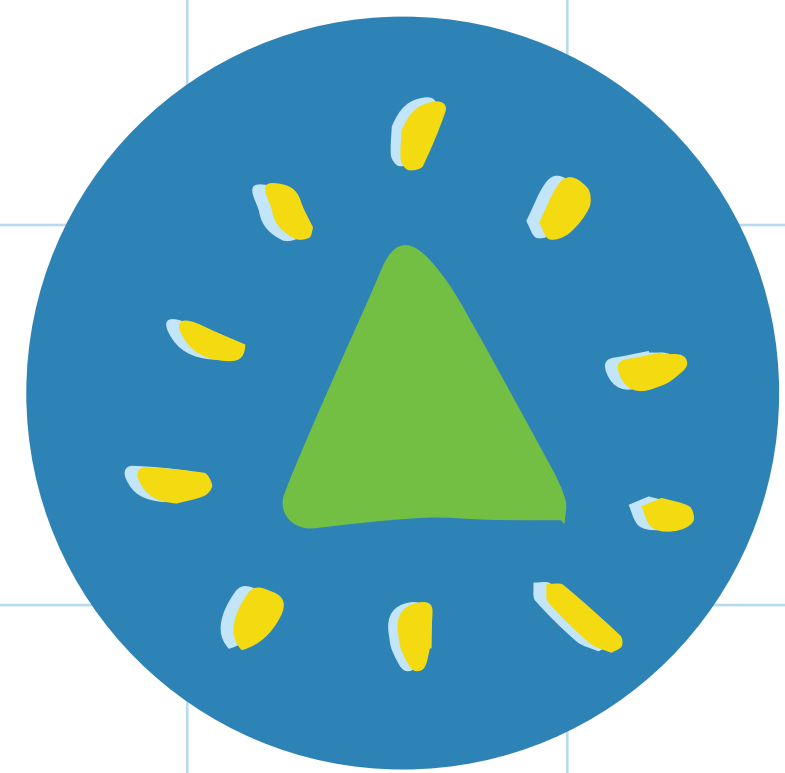
INCLUSIVE PRIMARY SCHOOL

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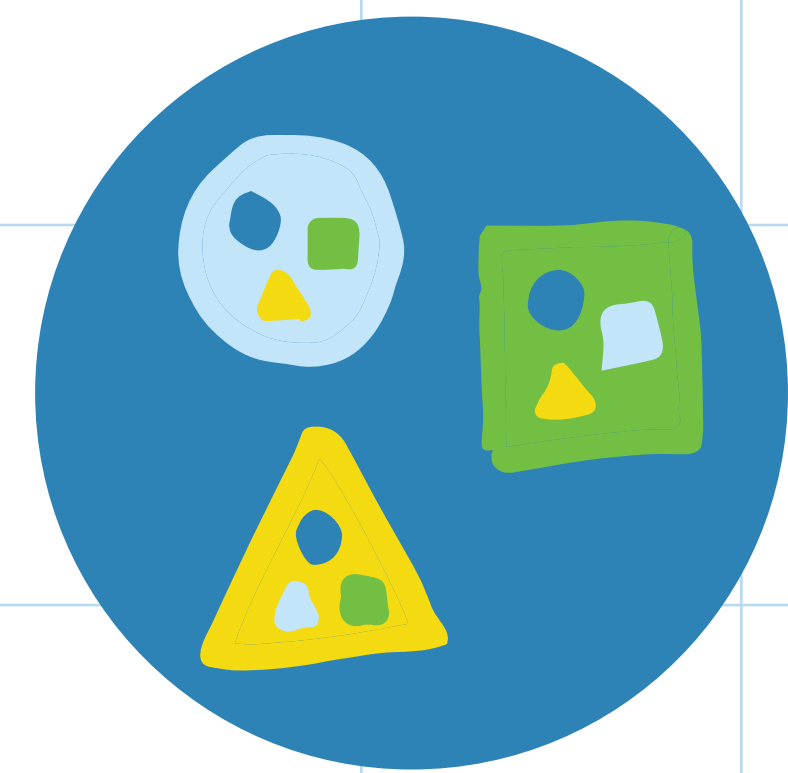
DIVERSITY



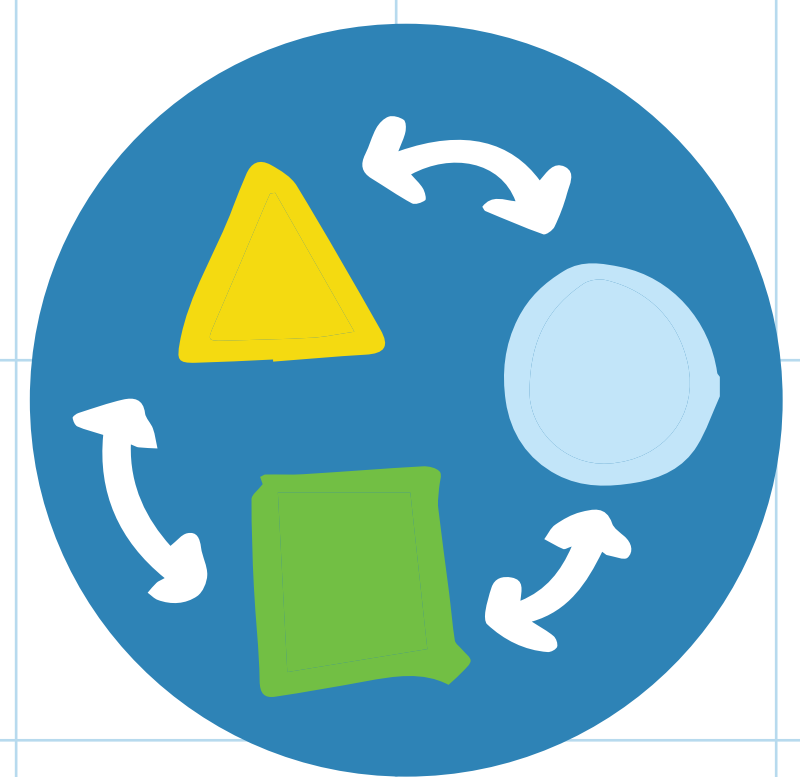
diversity of spaces



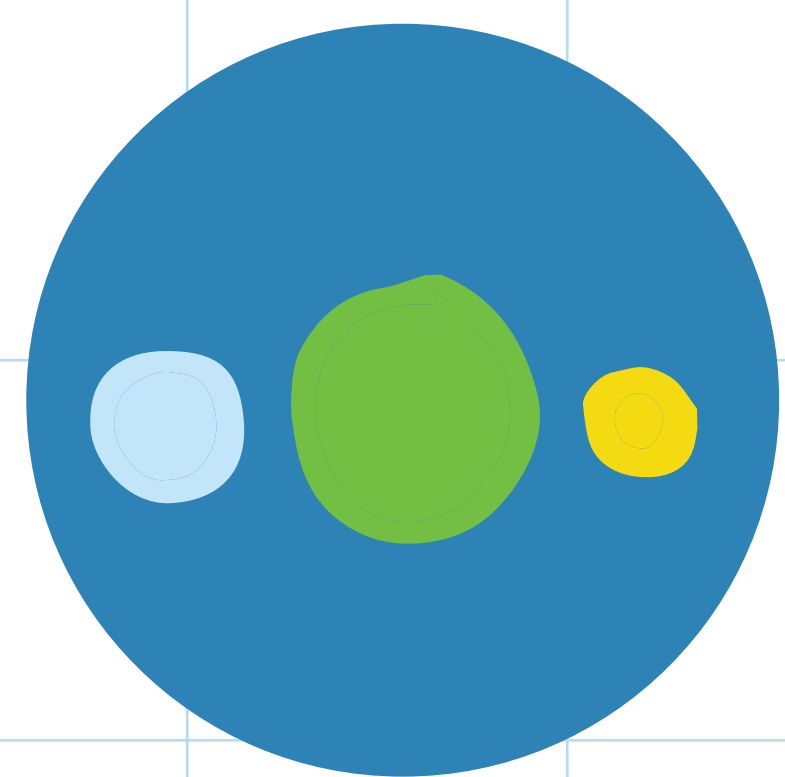
new functions



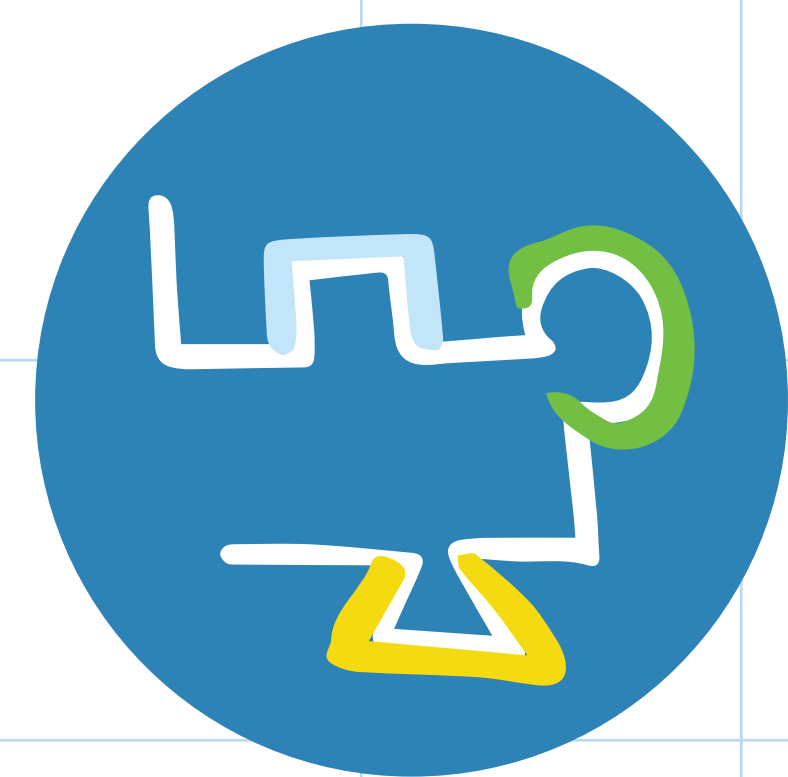
variety within



multifunctional

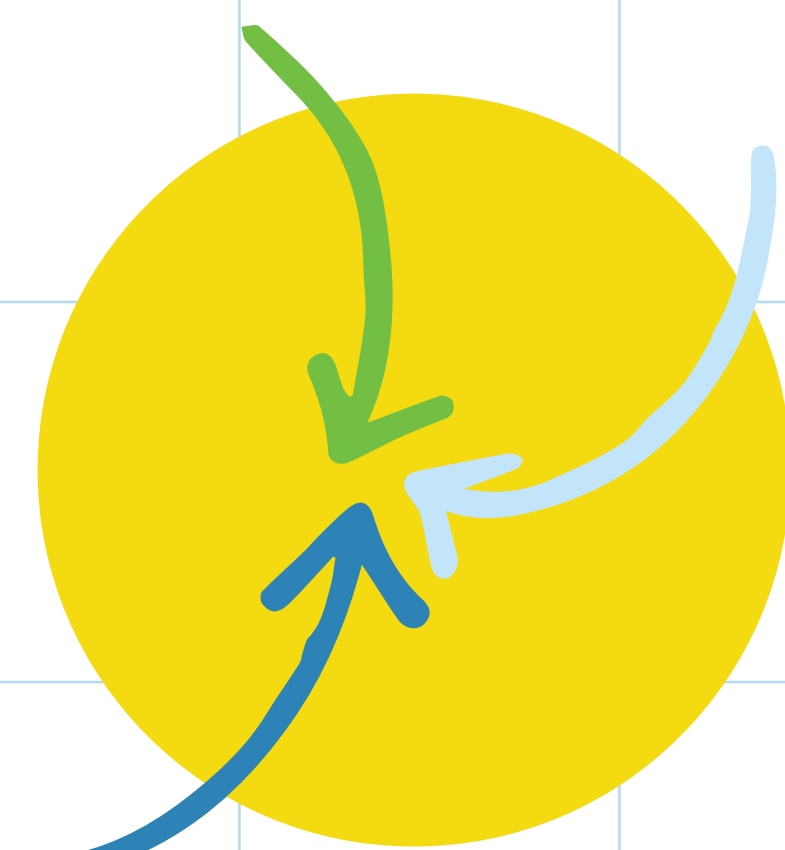


flexible

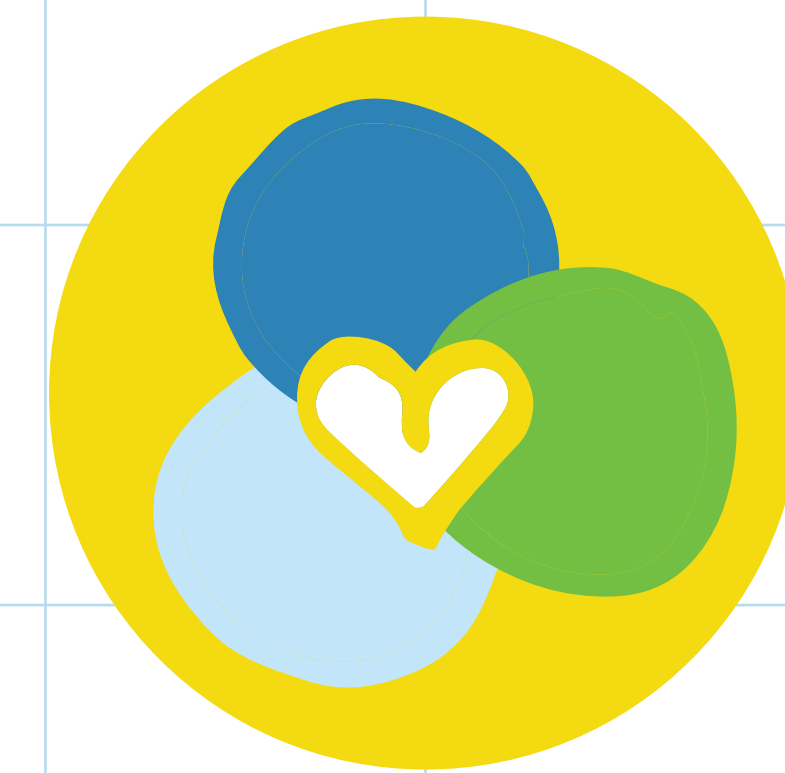


shape the space

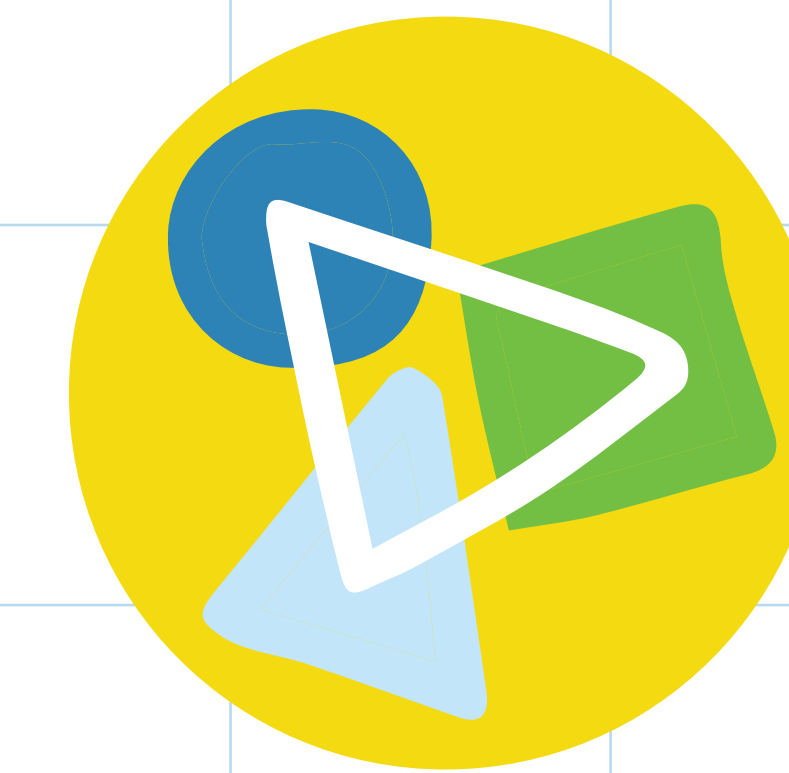
TOGETHER



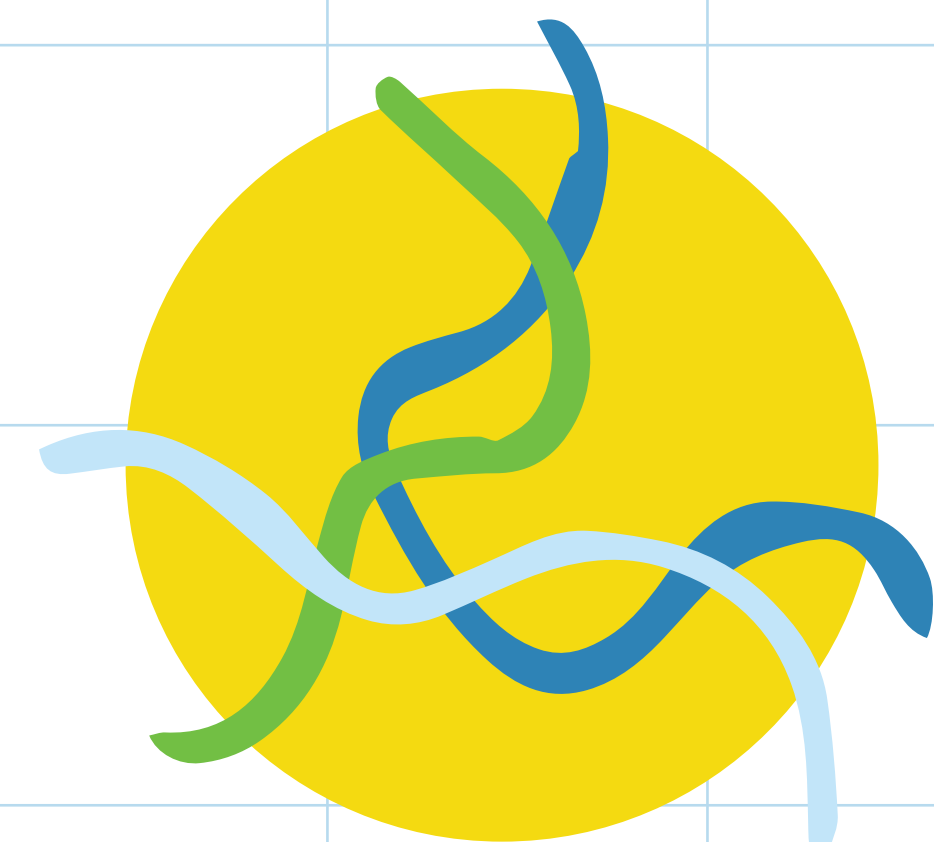
interaction



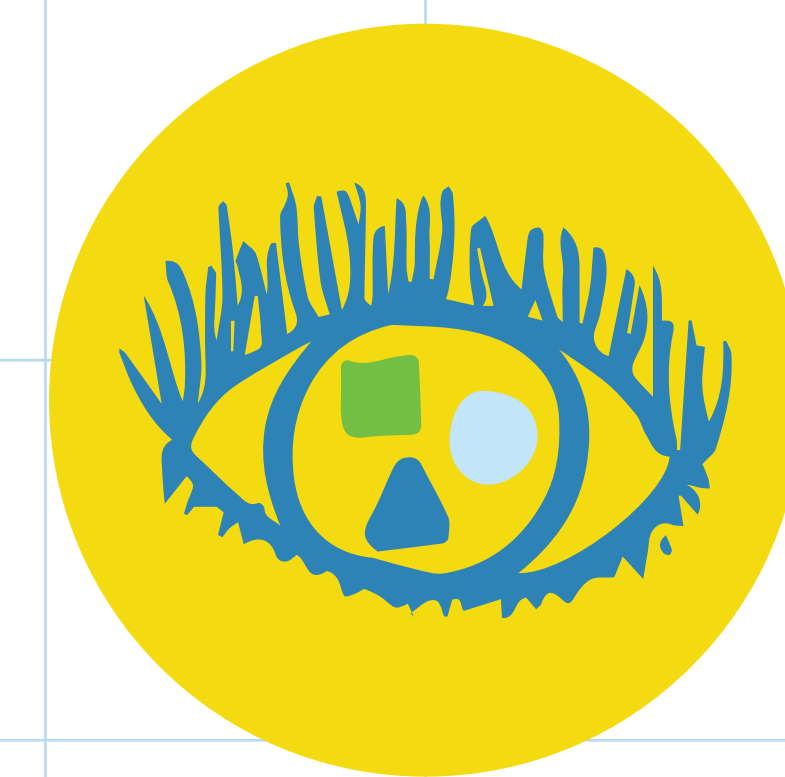
central heart



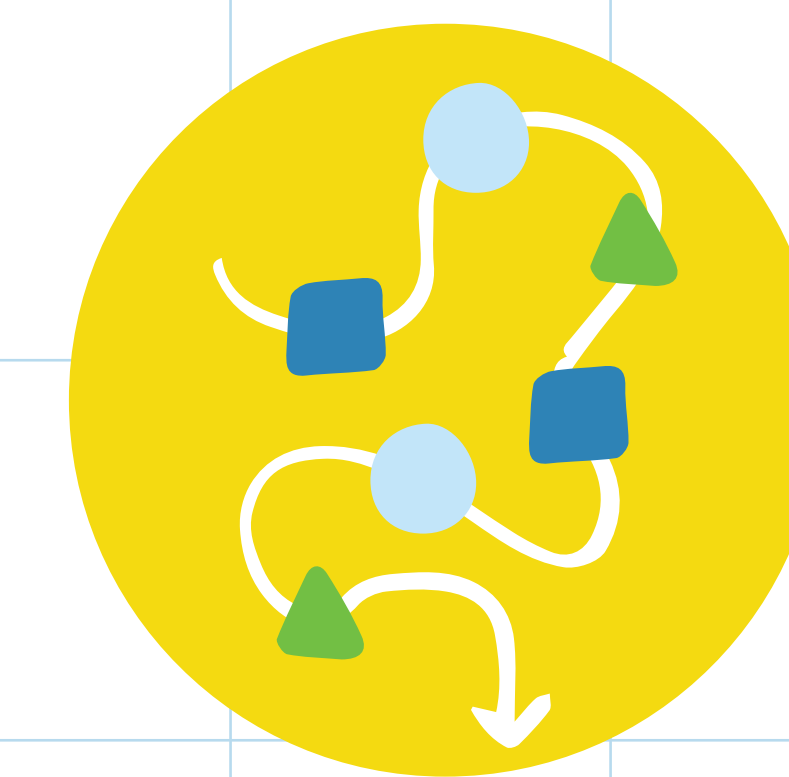
spaces together



no barriers

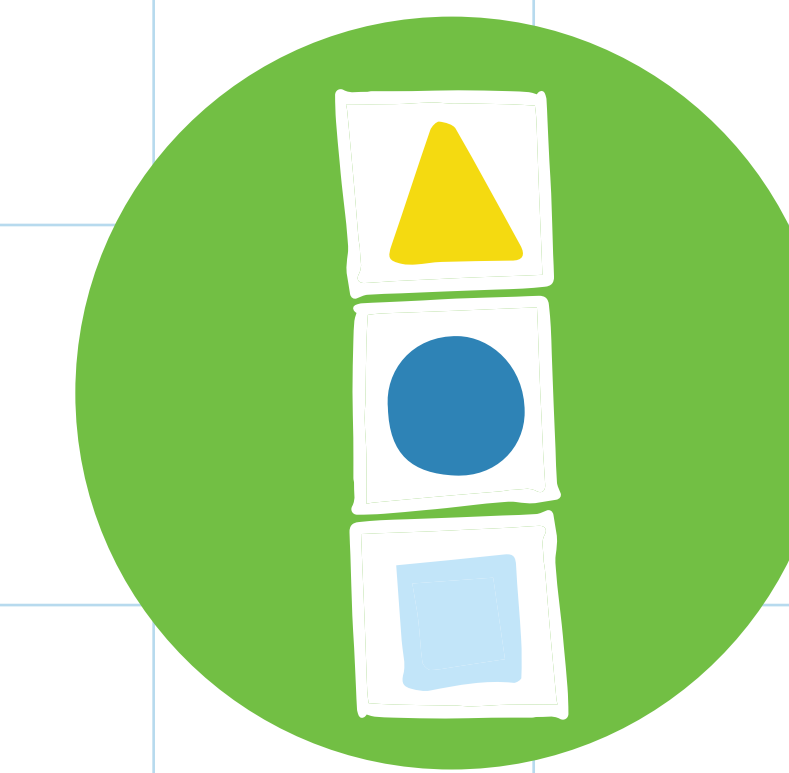


visibility

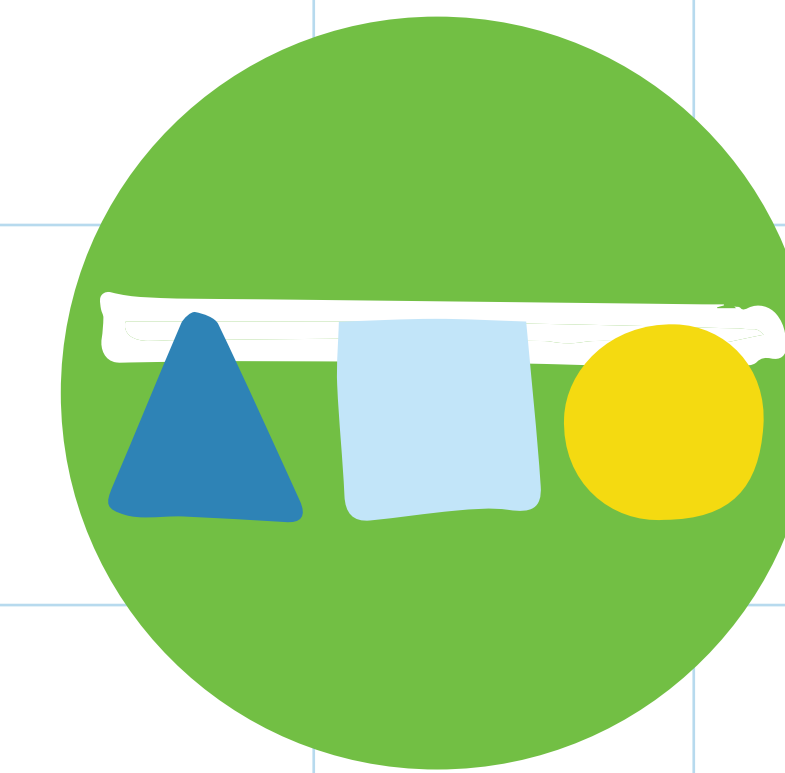


wide mainstream

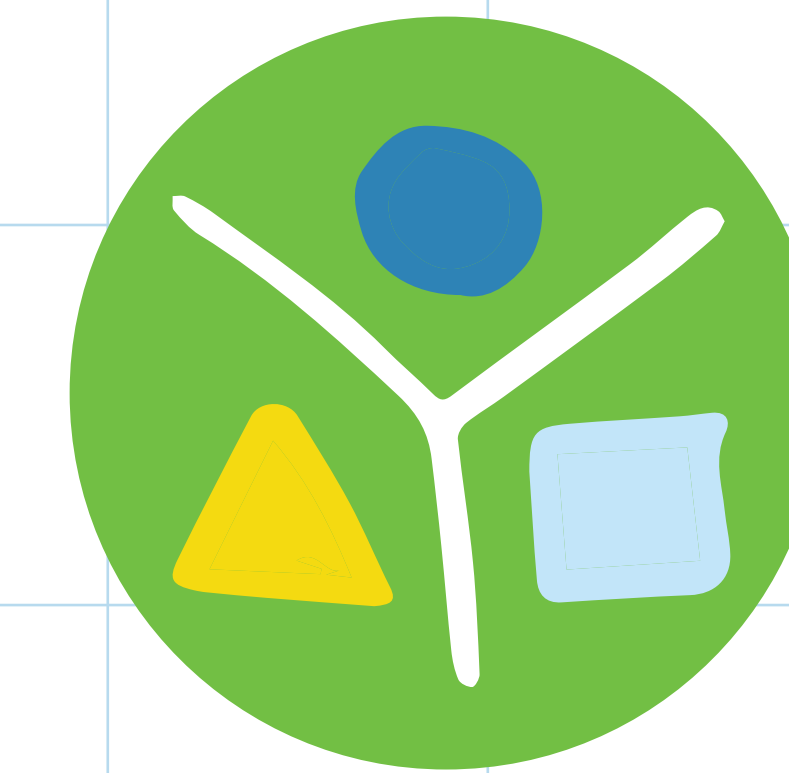
CALMNESS



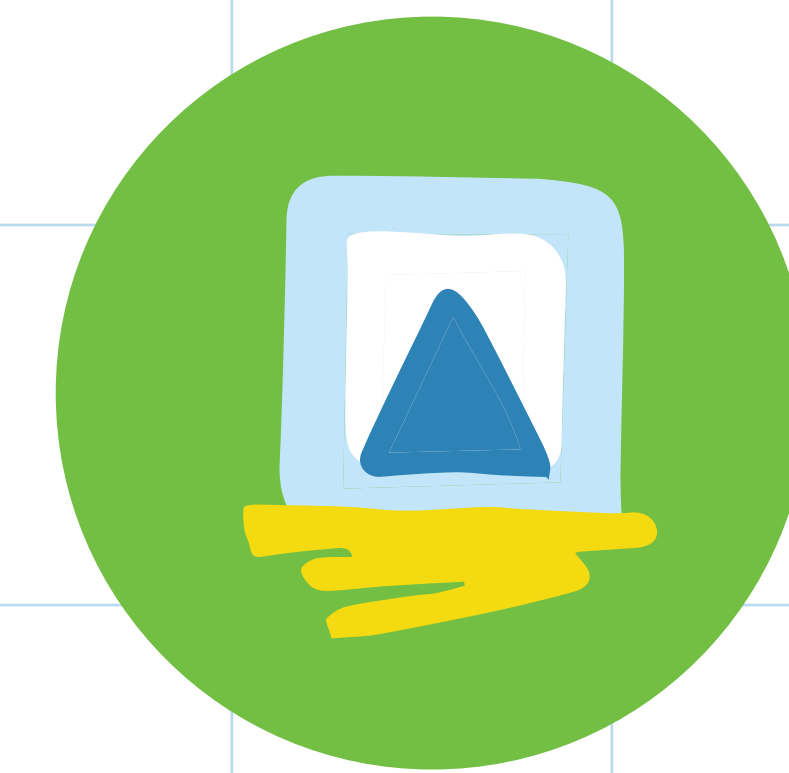
variety within structure



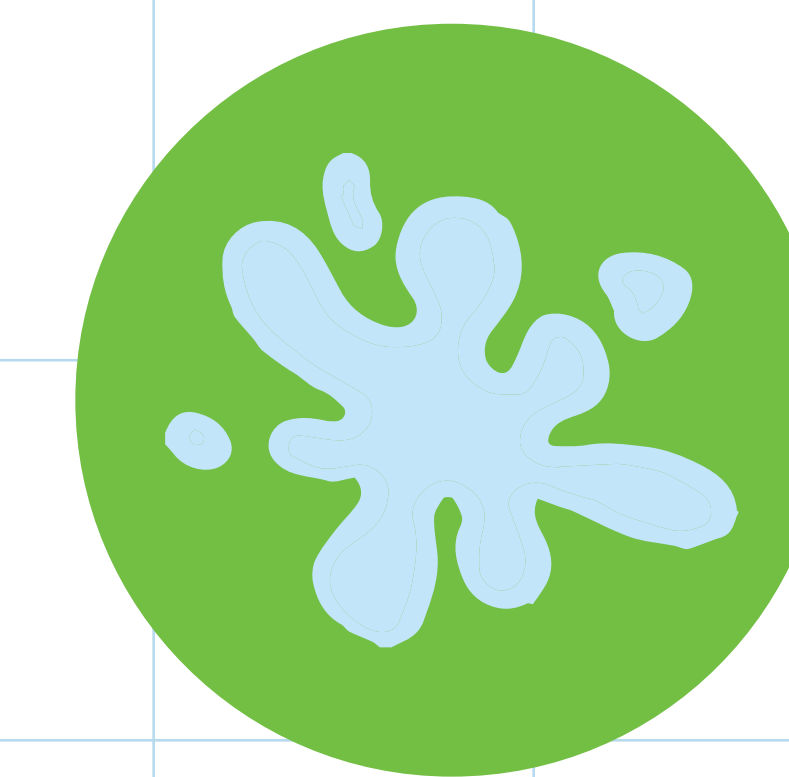
tidy



clear lay-out



be alone



calm colours



natural materials



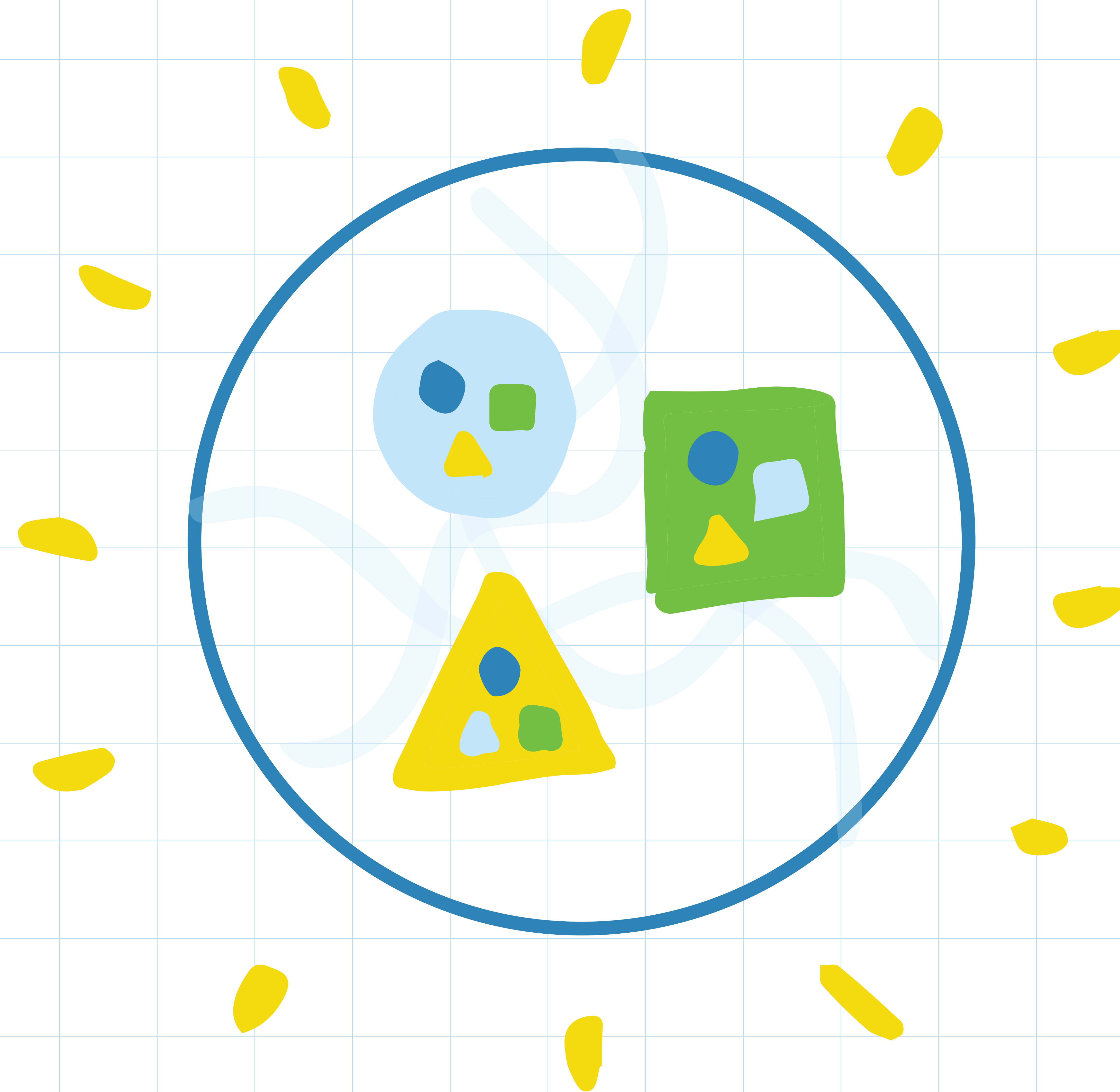
requirements



good acoustics

INCLUSIVE PRIMARY SCHOOL

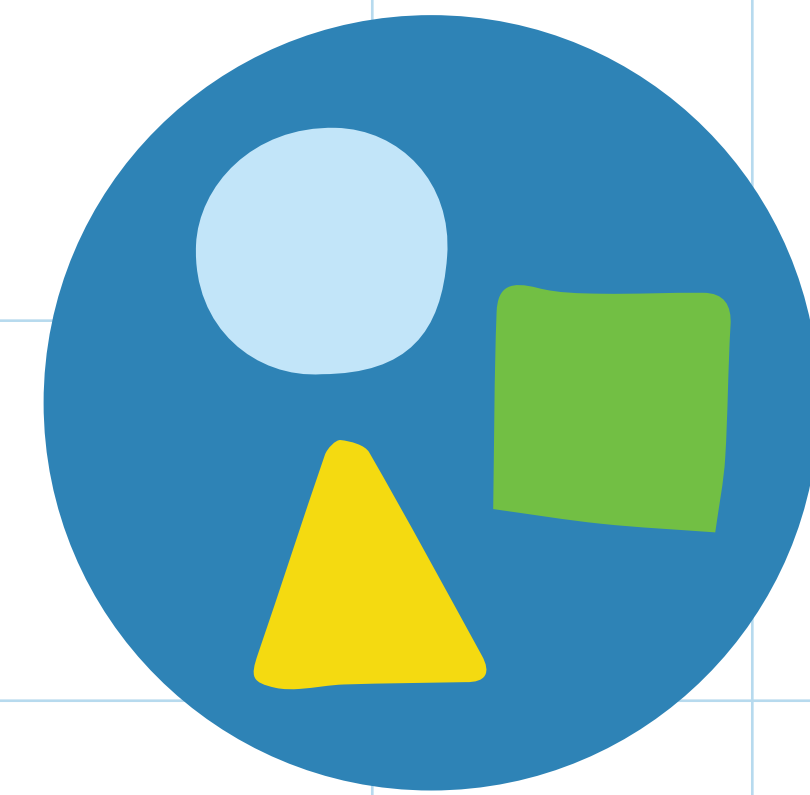
*Together 1 school, with respect for **diversity**, embedded in **calmness**.*



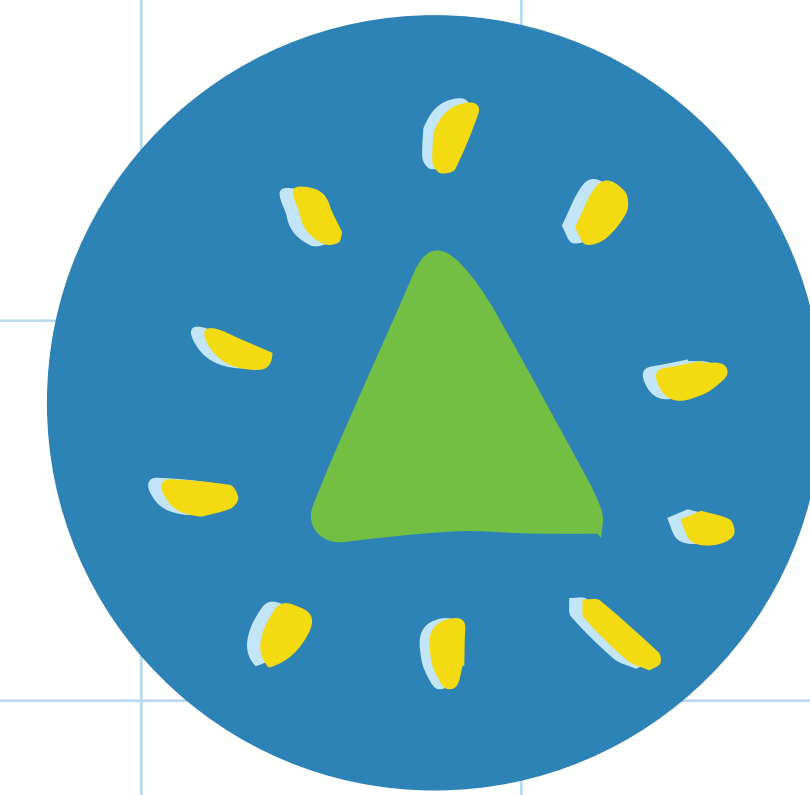
DESIGN



DIVERSITY



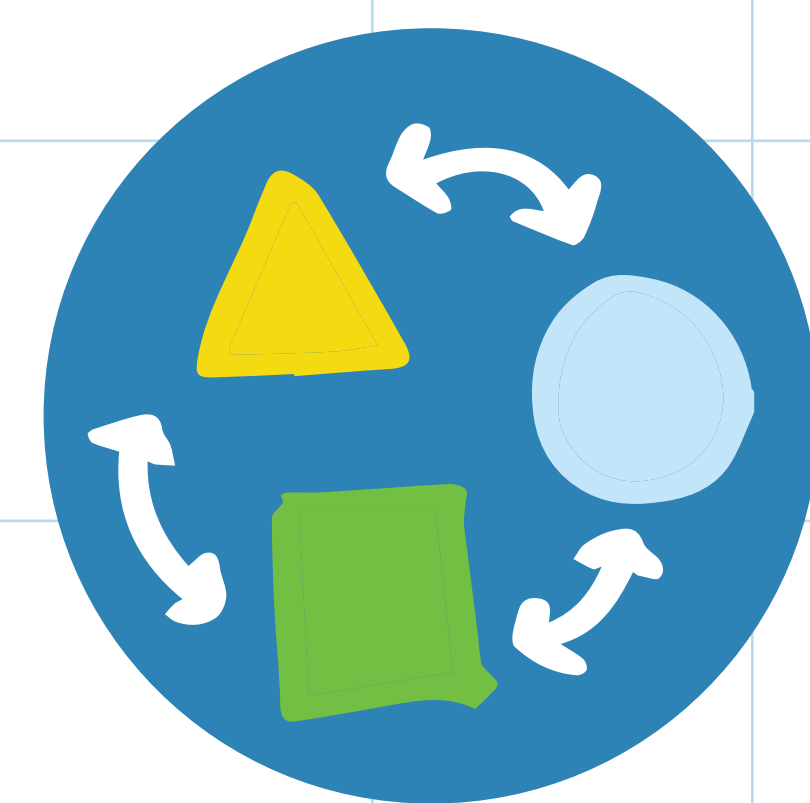
diversity of spaces



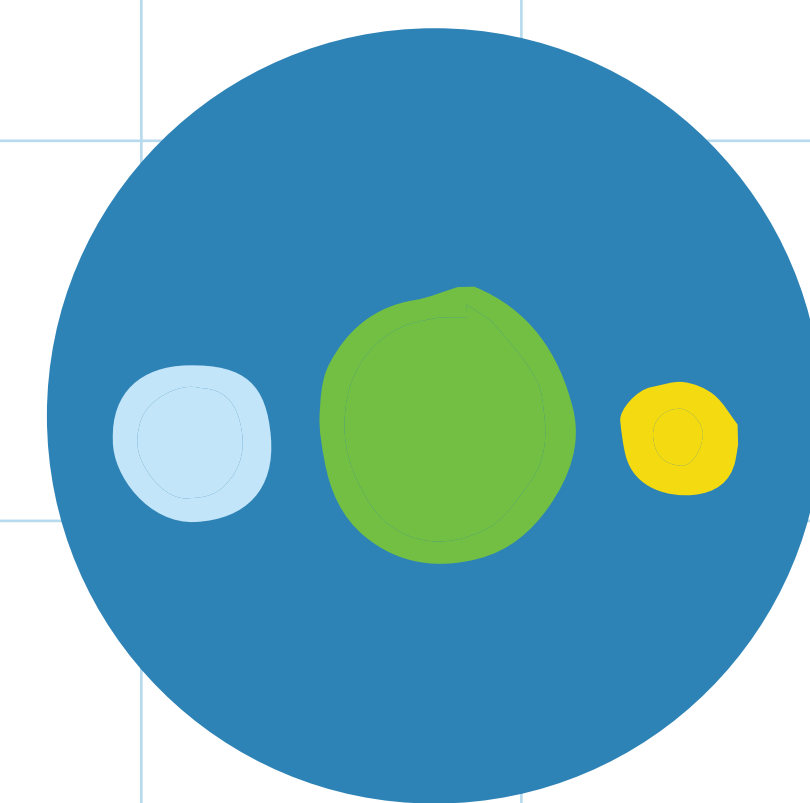
new functions



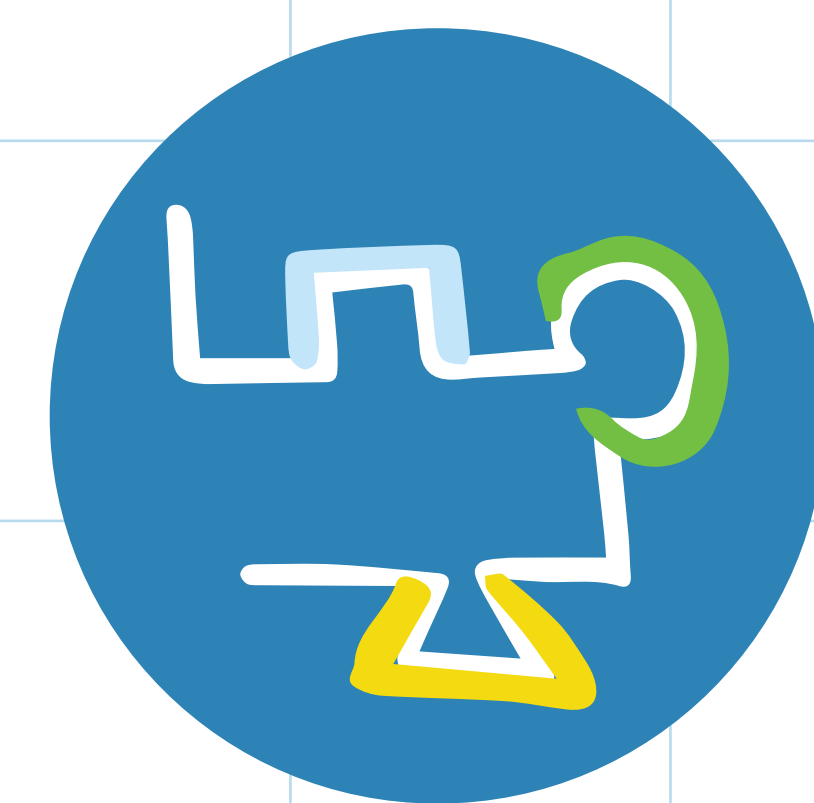
variety within



multifunctional

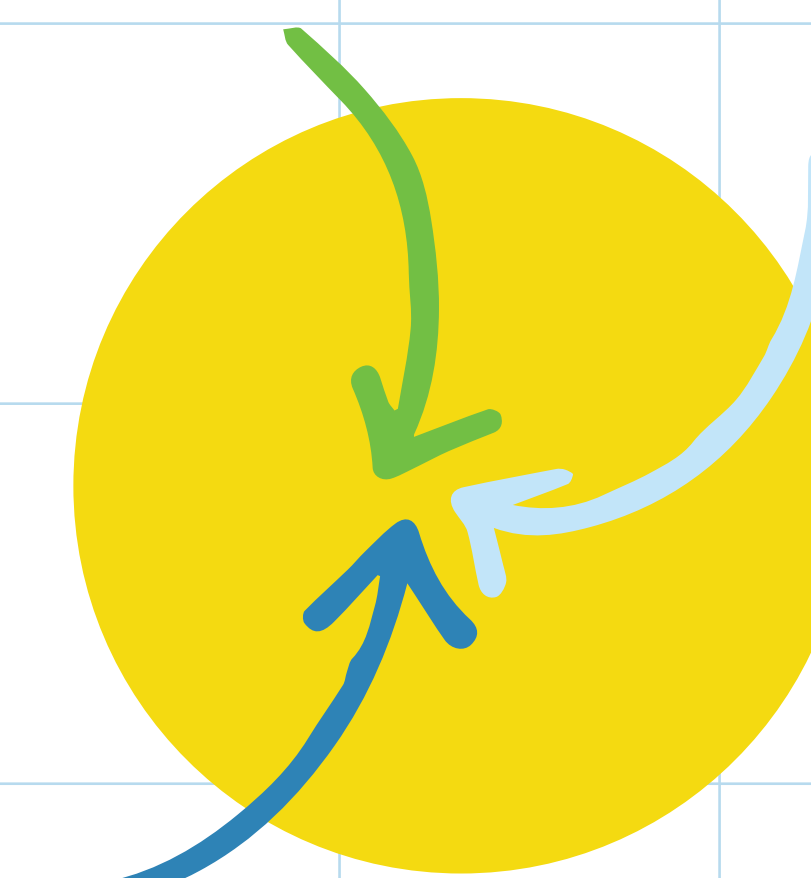


flexible

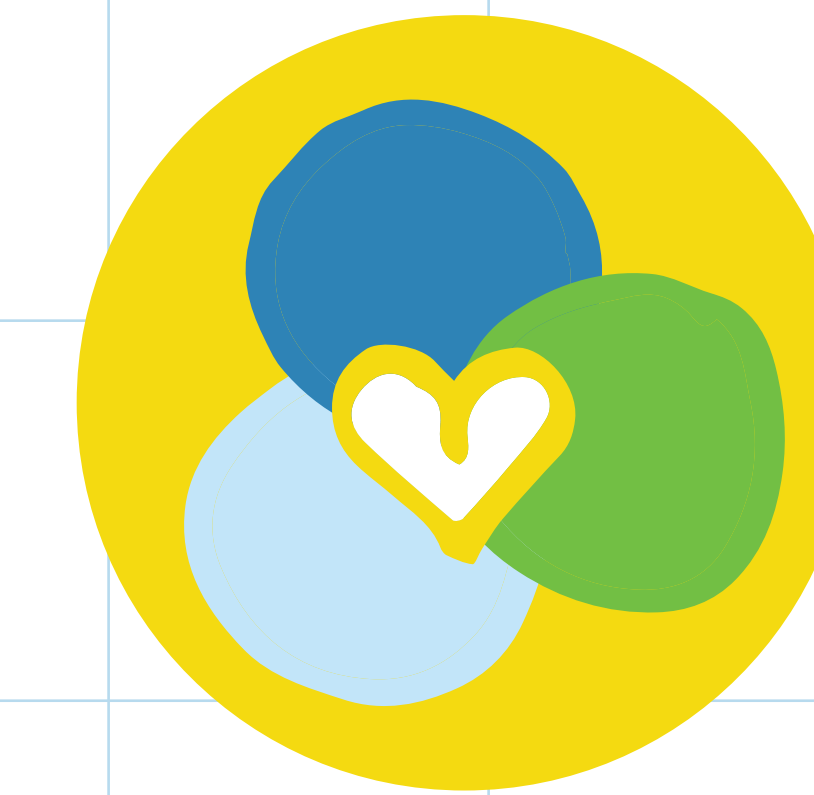


shape the space

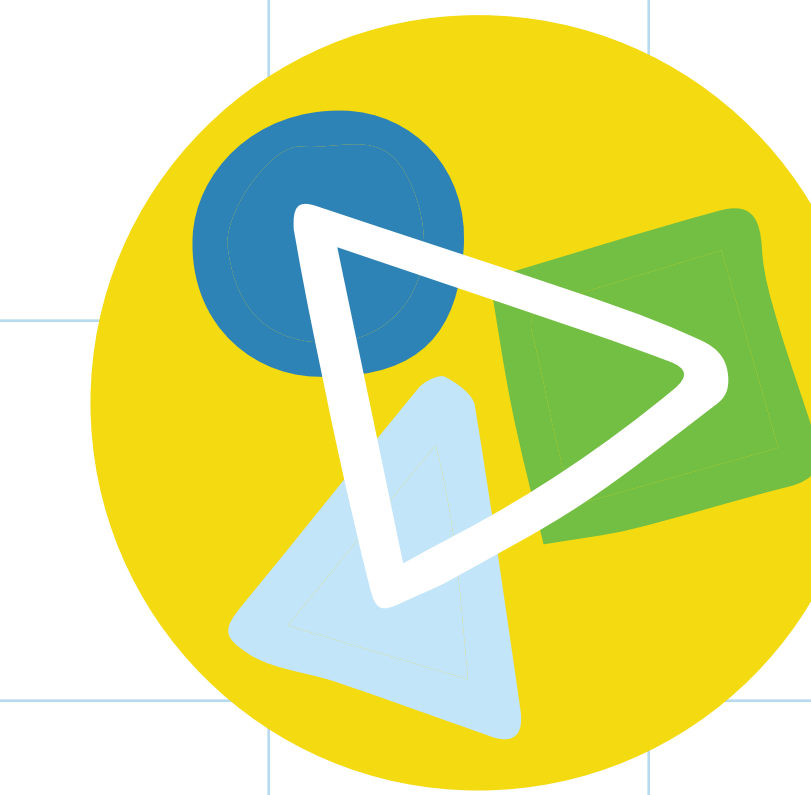
TOGETHER



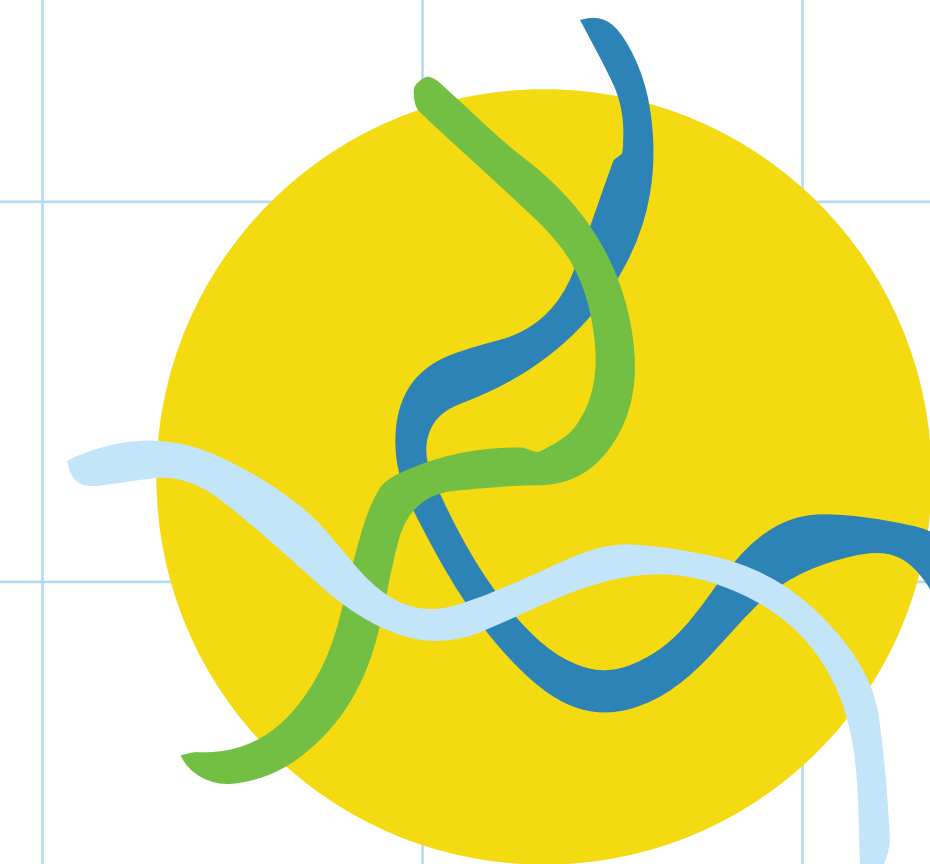
interaction



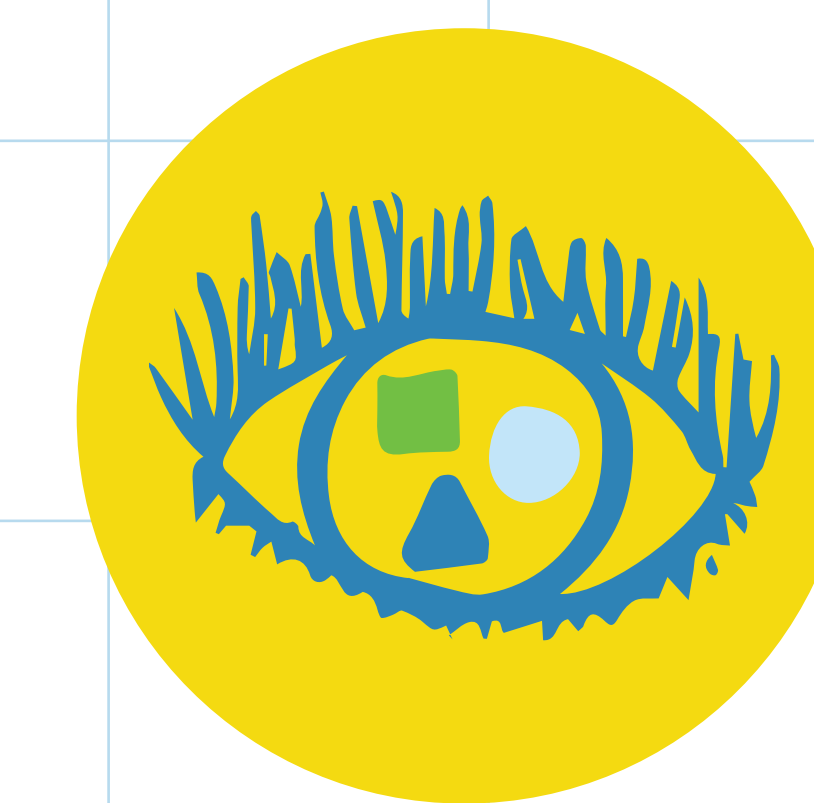
central heart



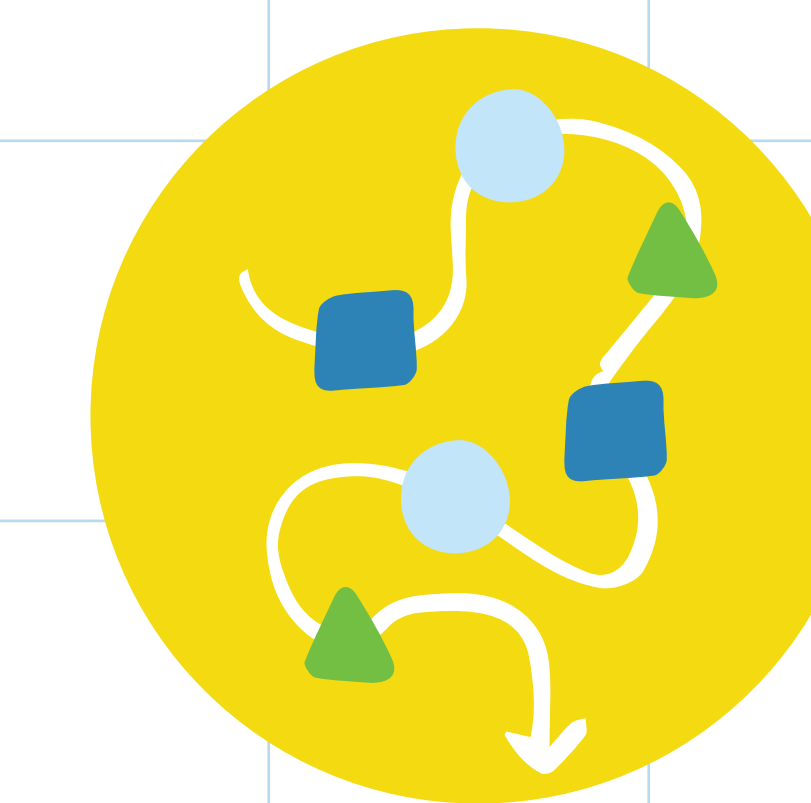
spaces together



no barriers

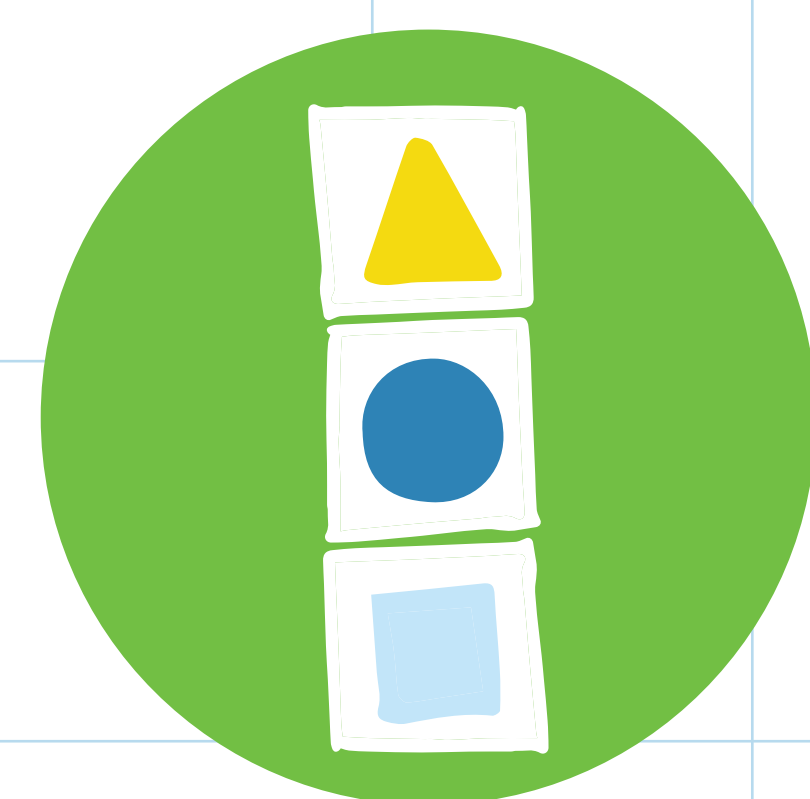


visibility

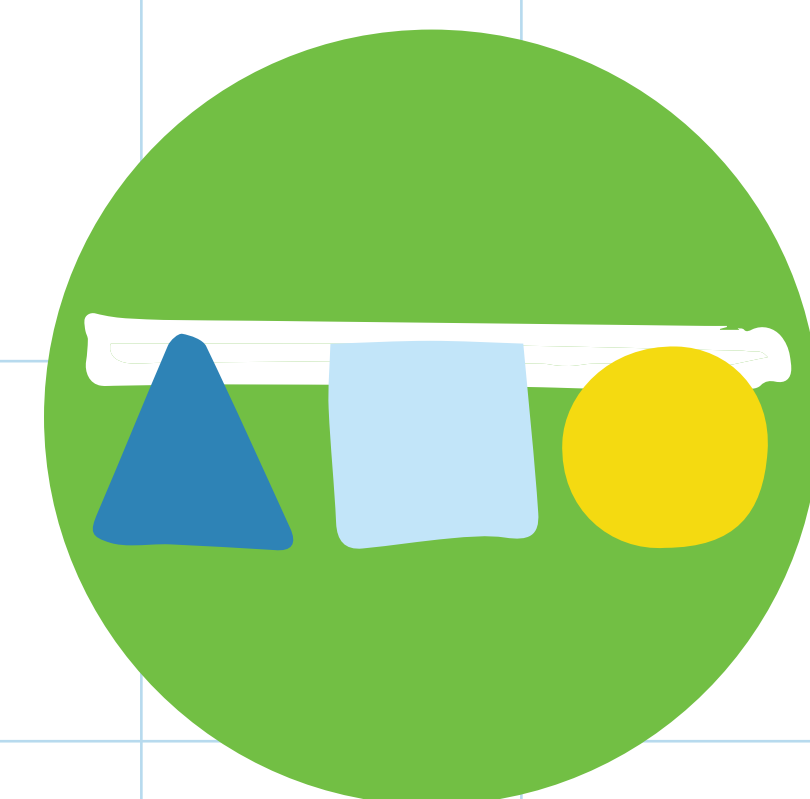


wide mainstream

CALMNESS



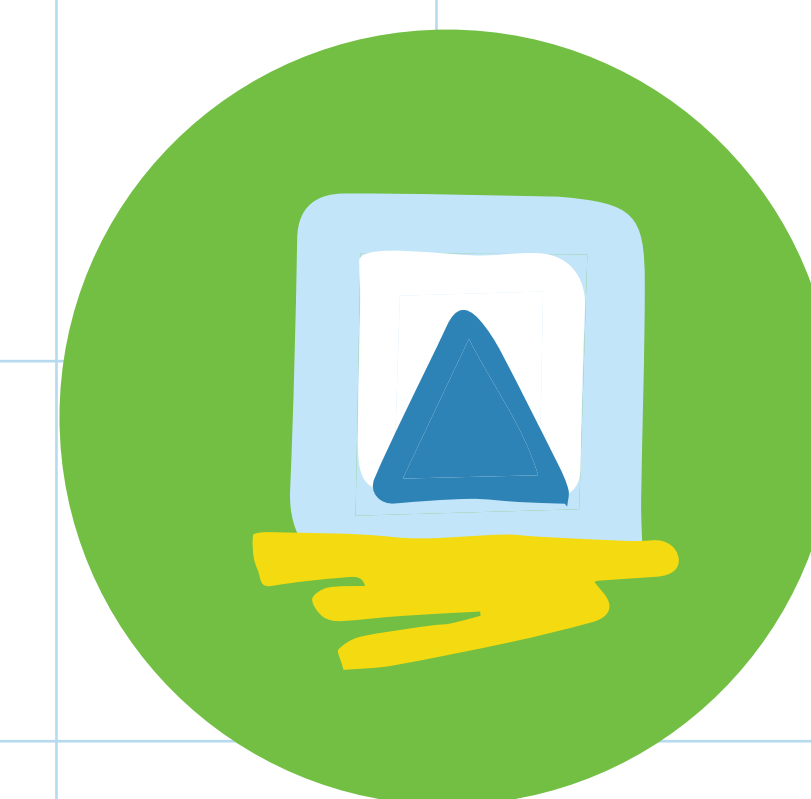
variety within structure



tidy

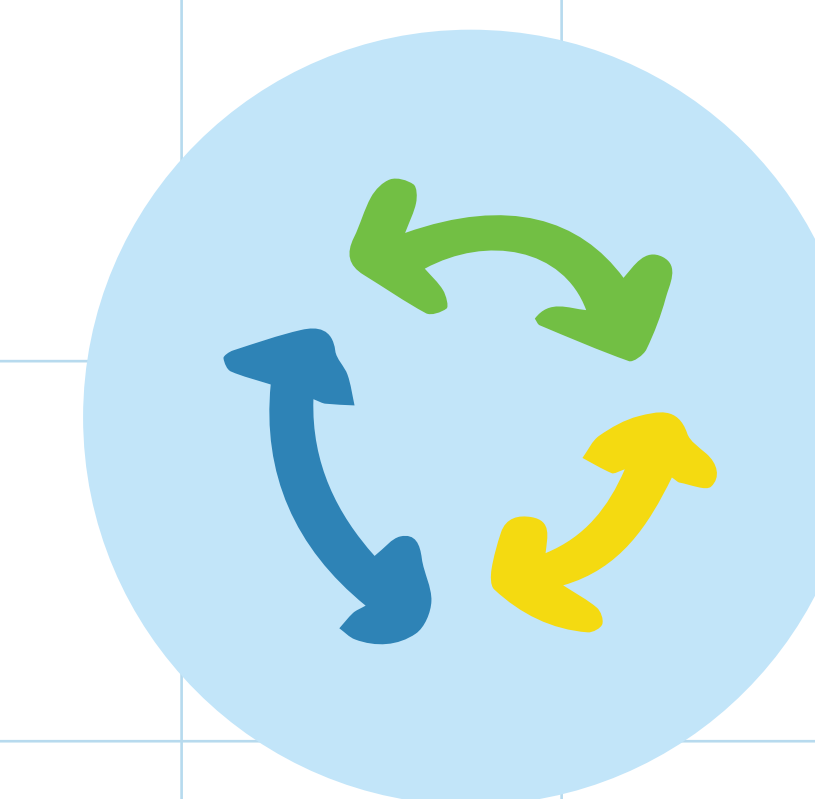


clear lay-out

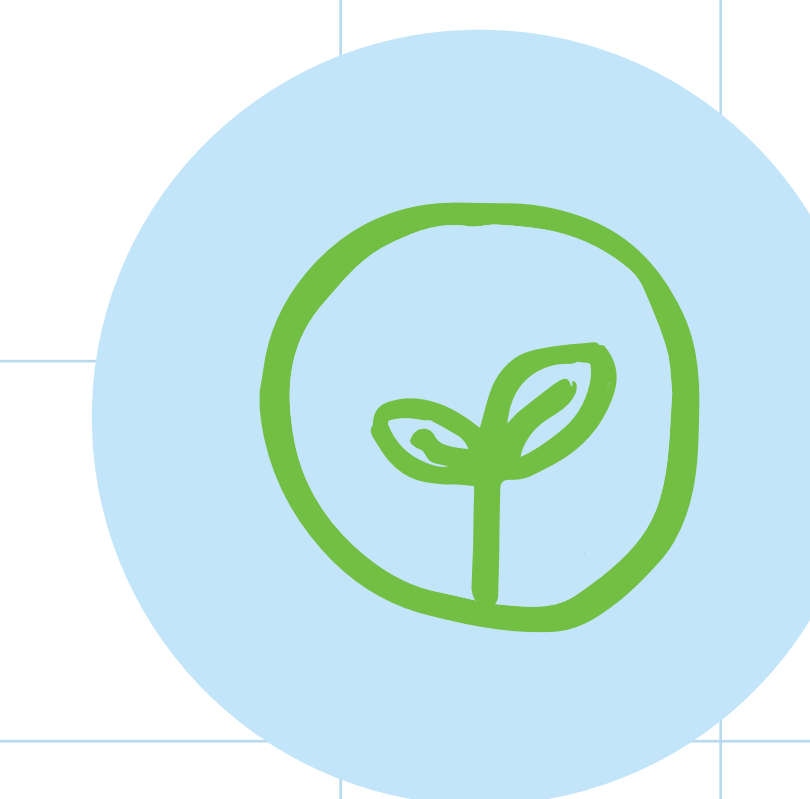


be alone

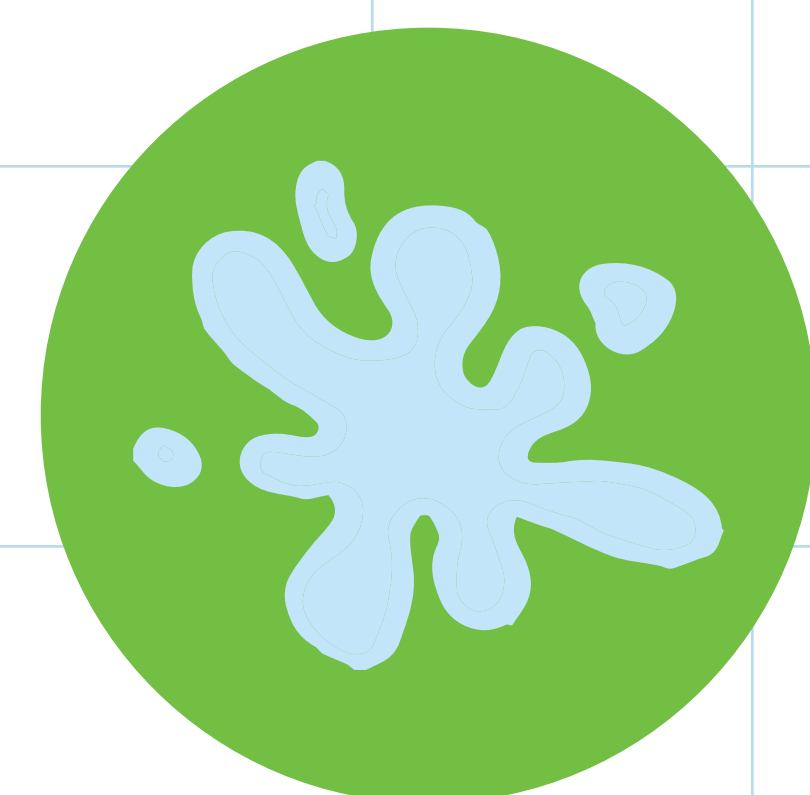
BT



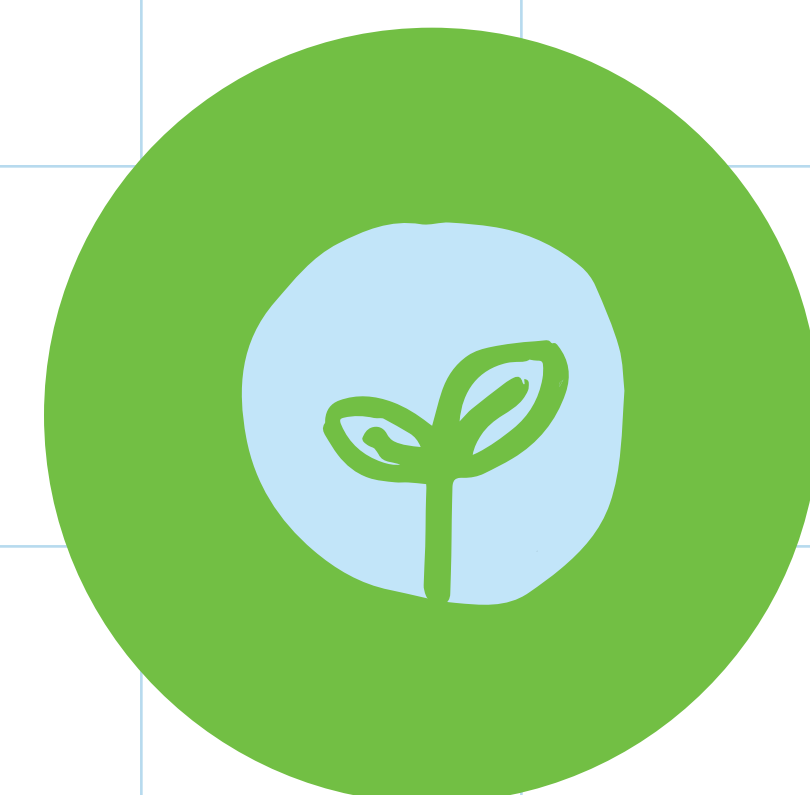
re-use building



sustainable materials



calm colours



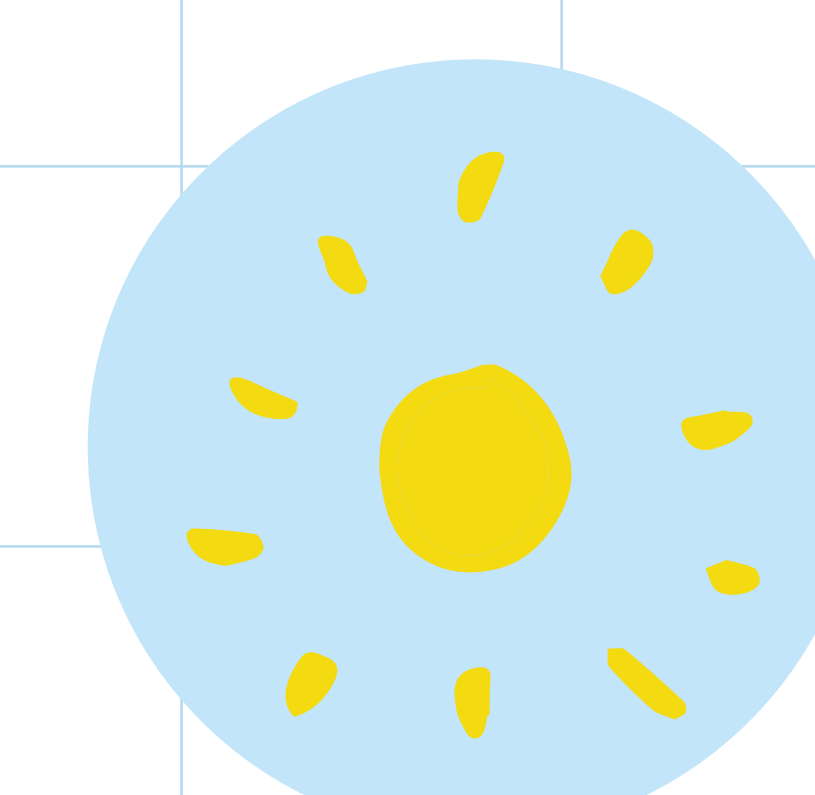
natural materials



requirements



good acoustics



sun orientation

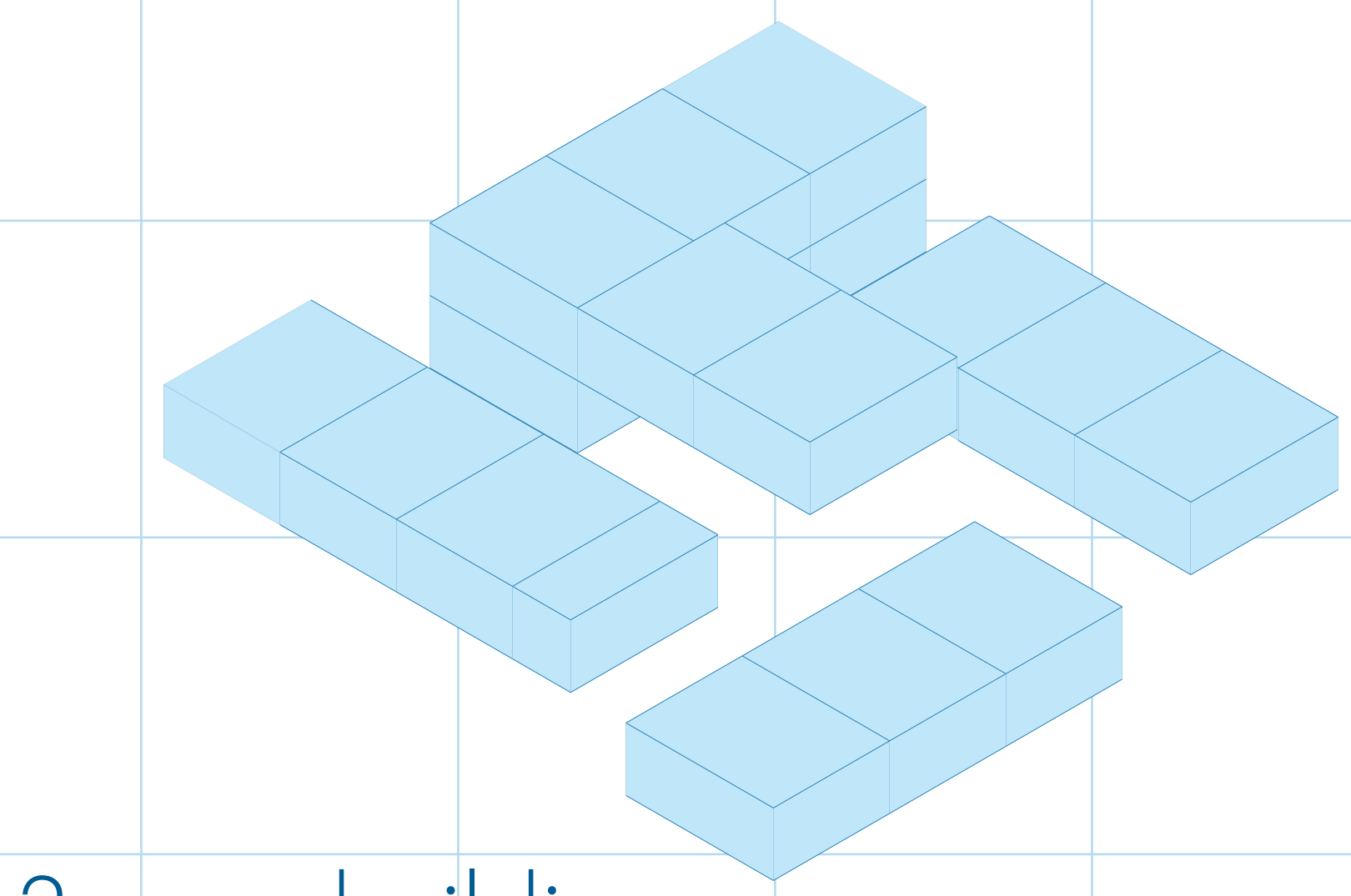


water management

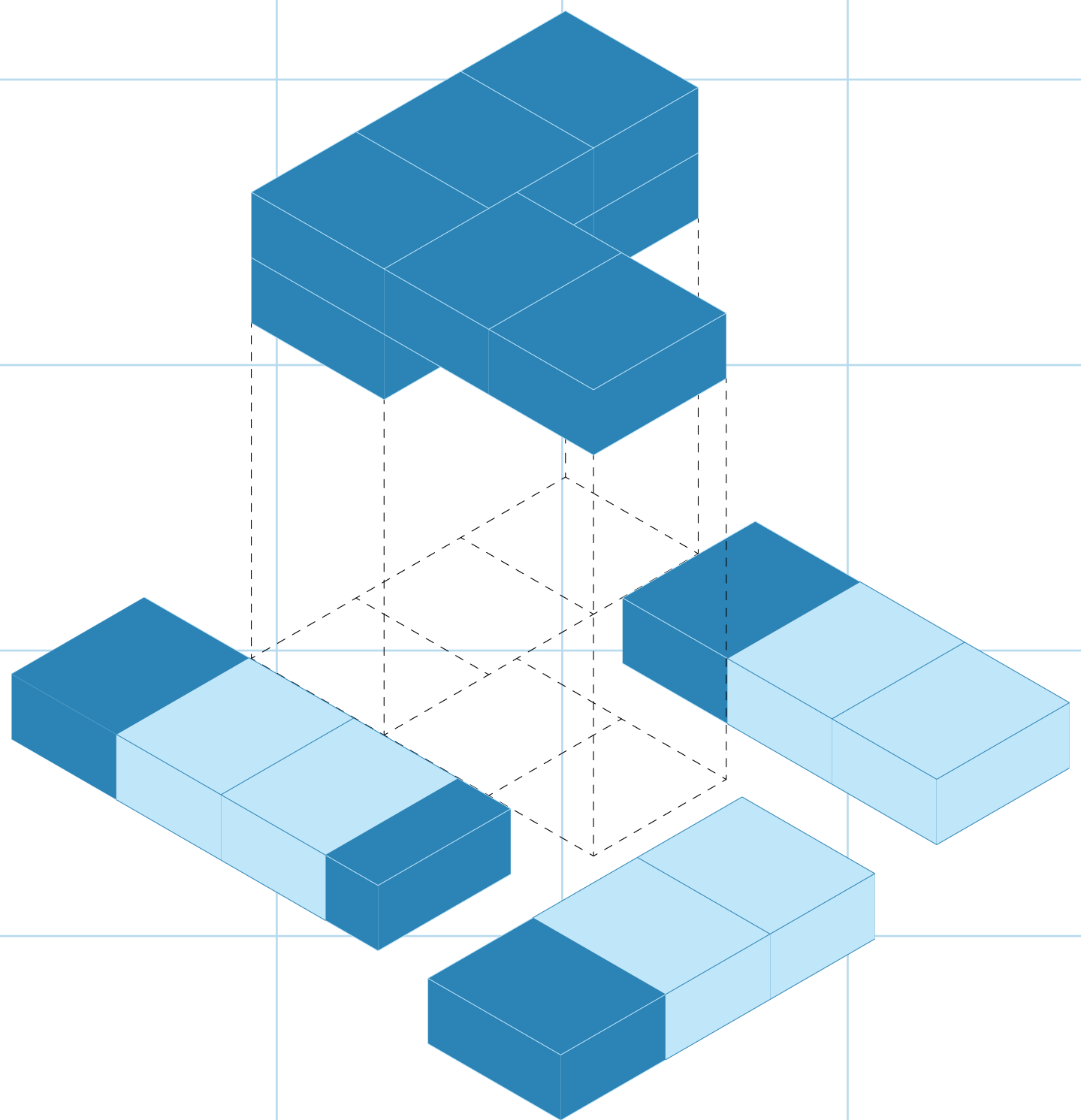
TITUS BRANDSMA PRIMARY SCHOOL



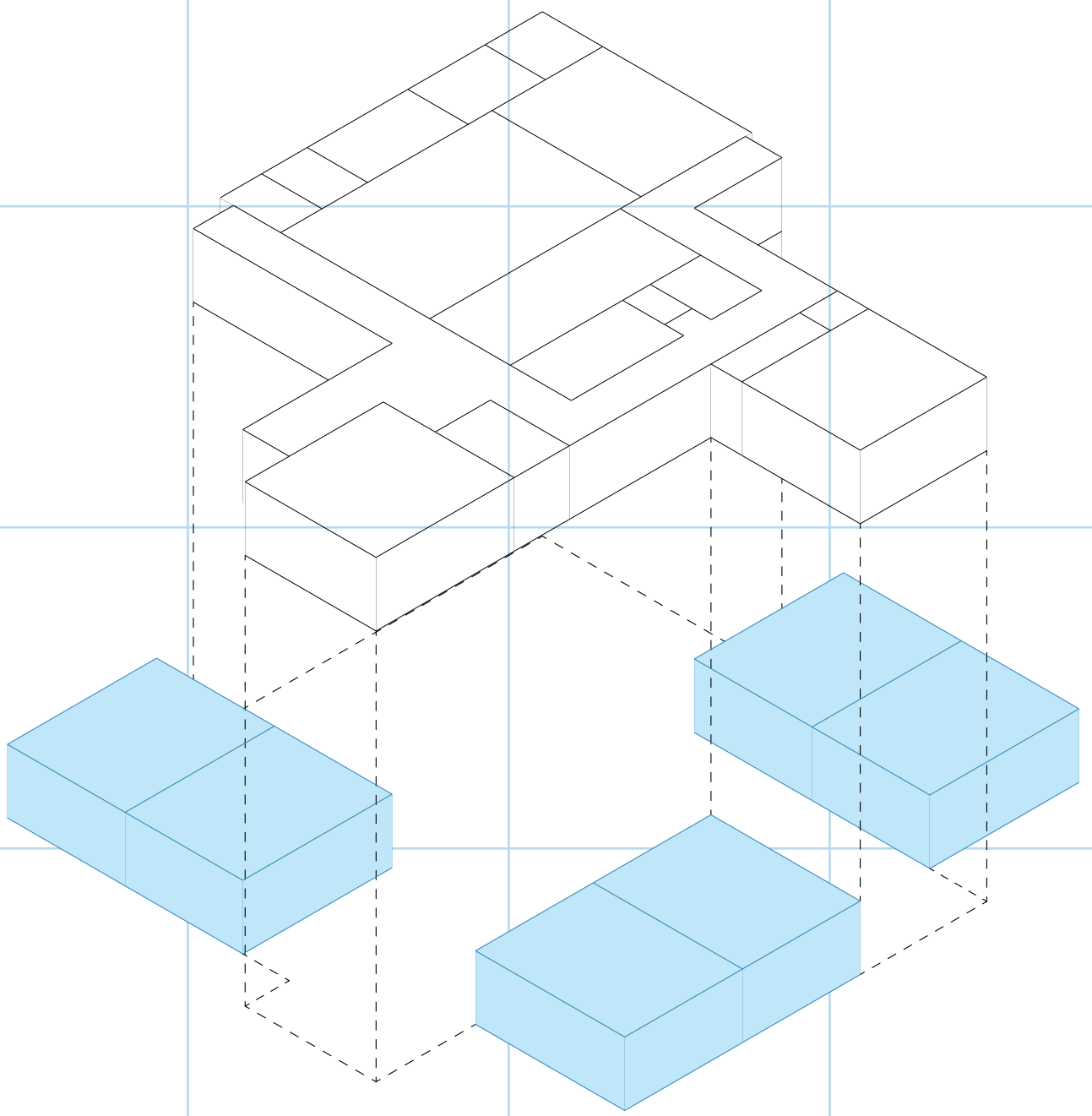
CONCEPT



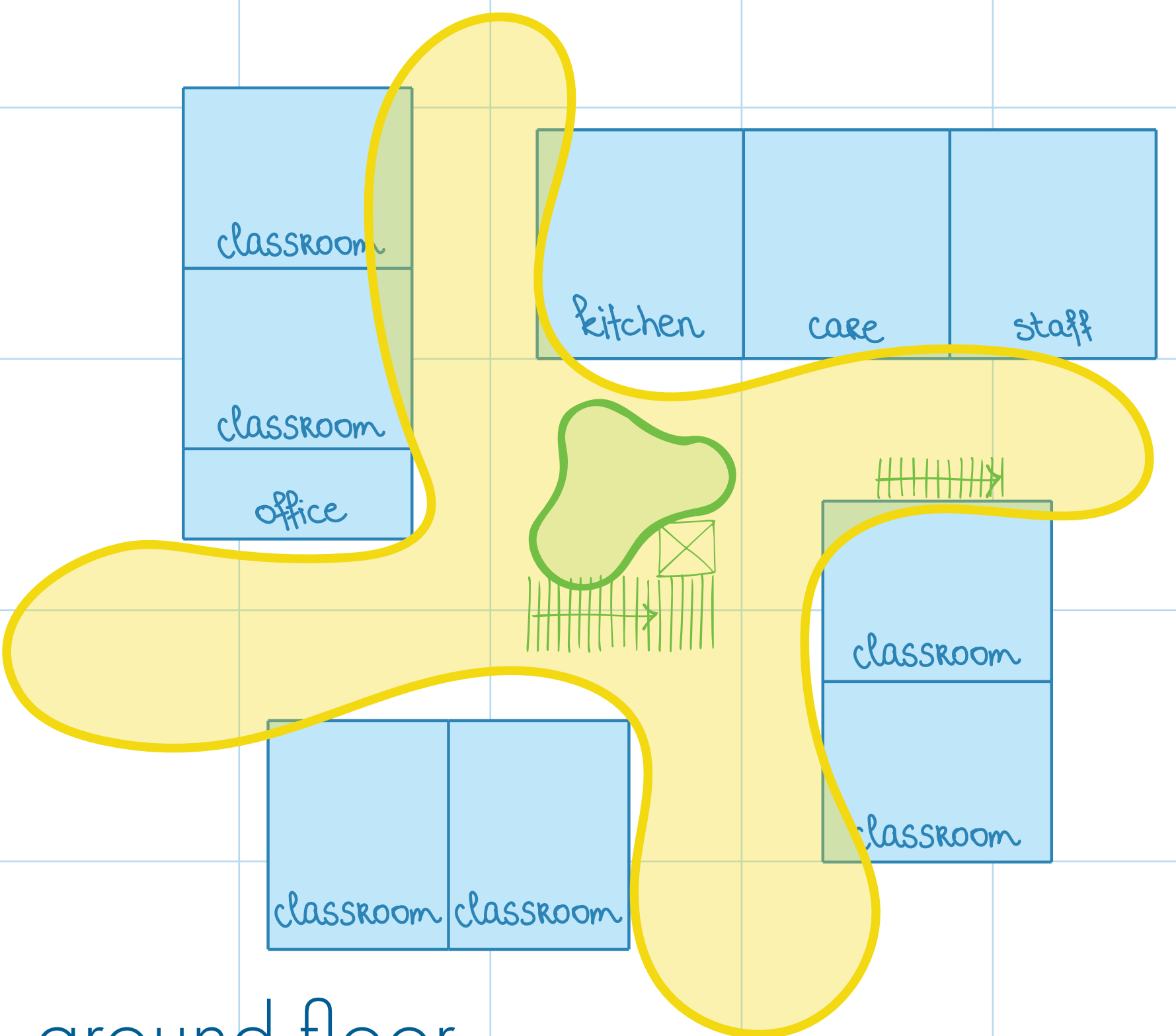
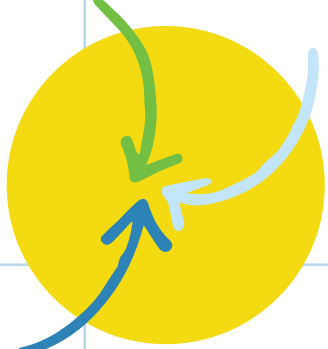
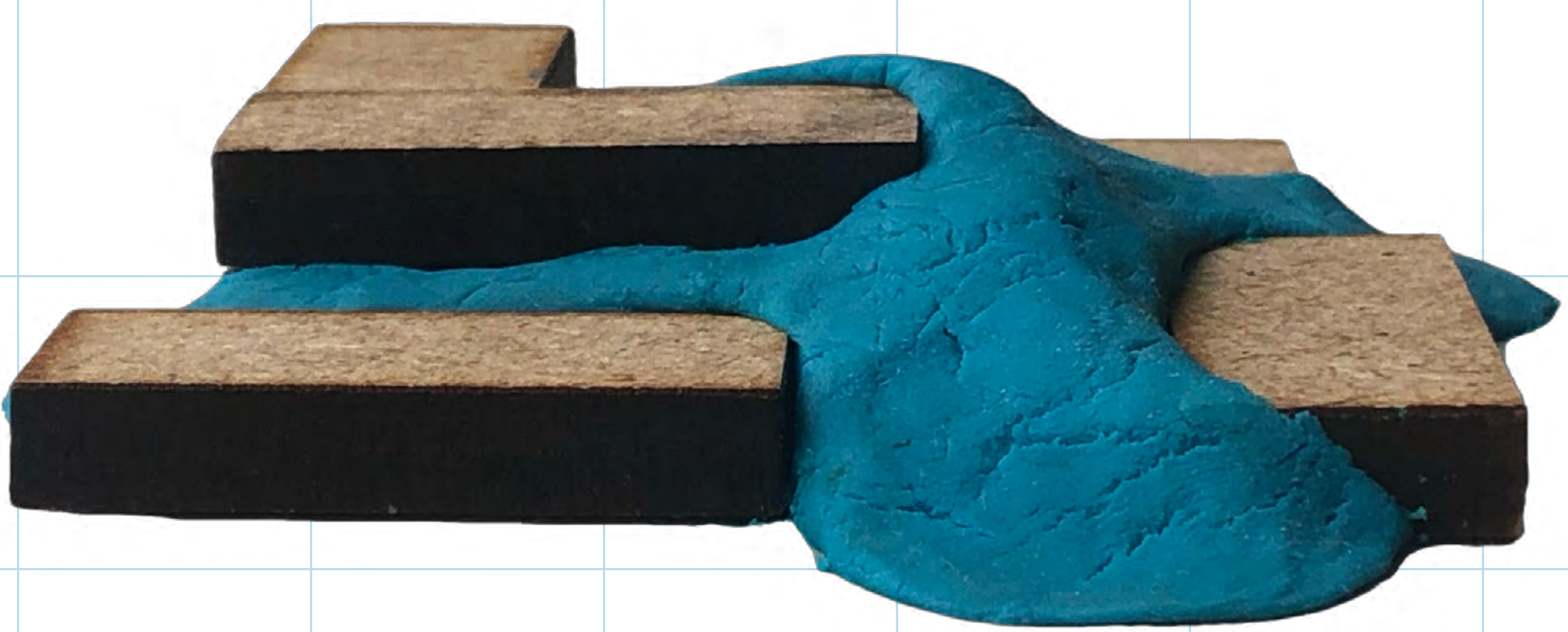
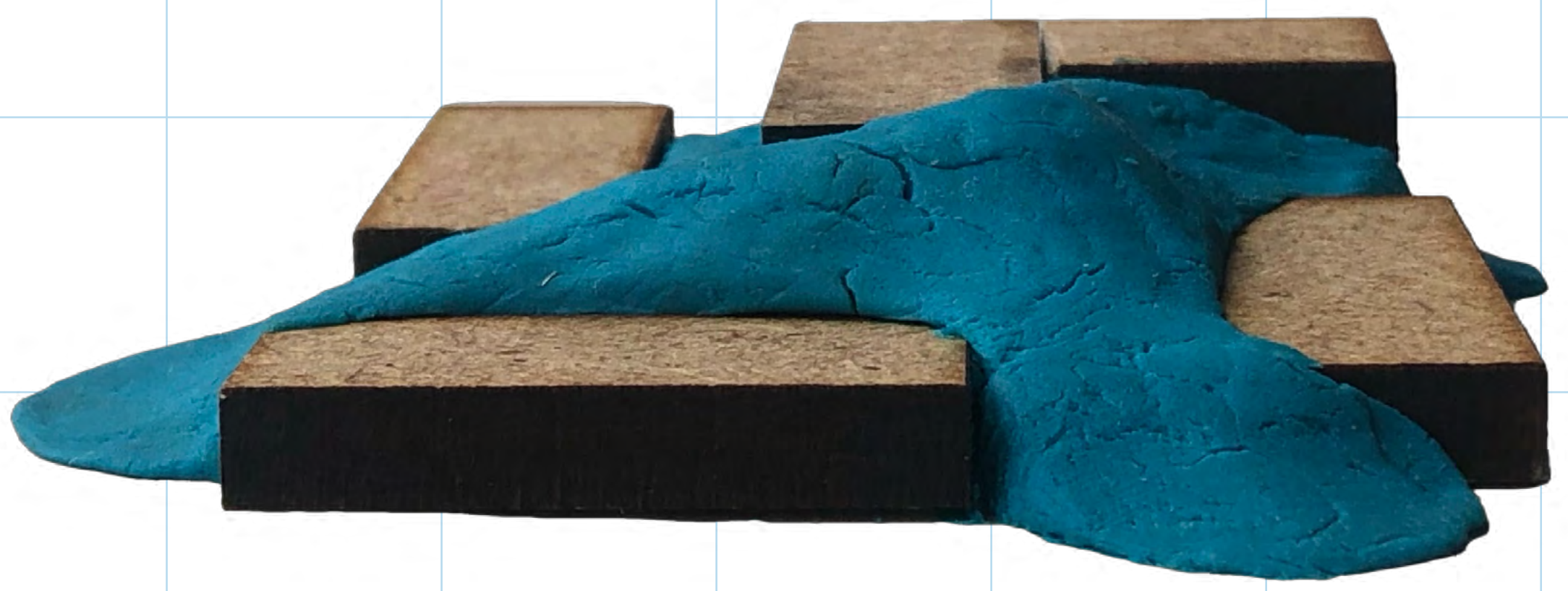
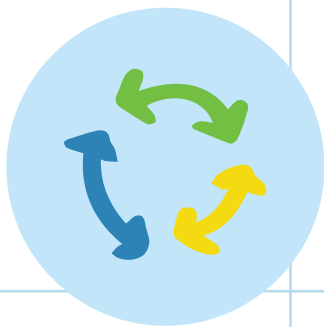
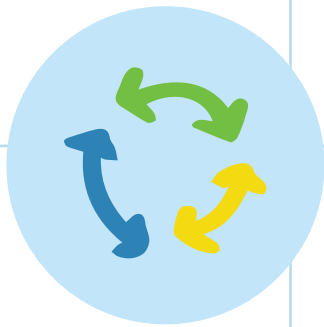
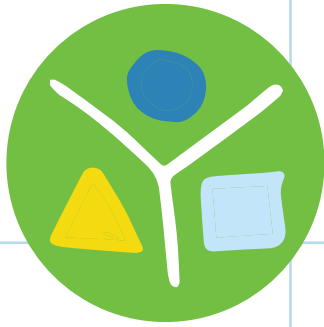
3. new building



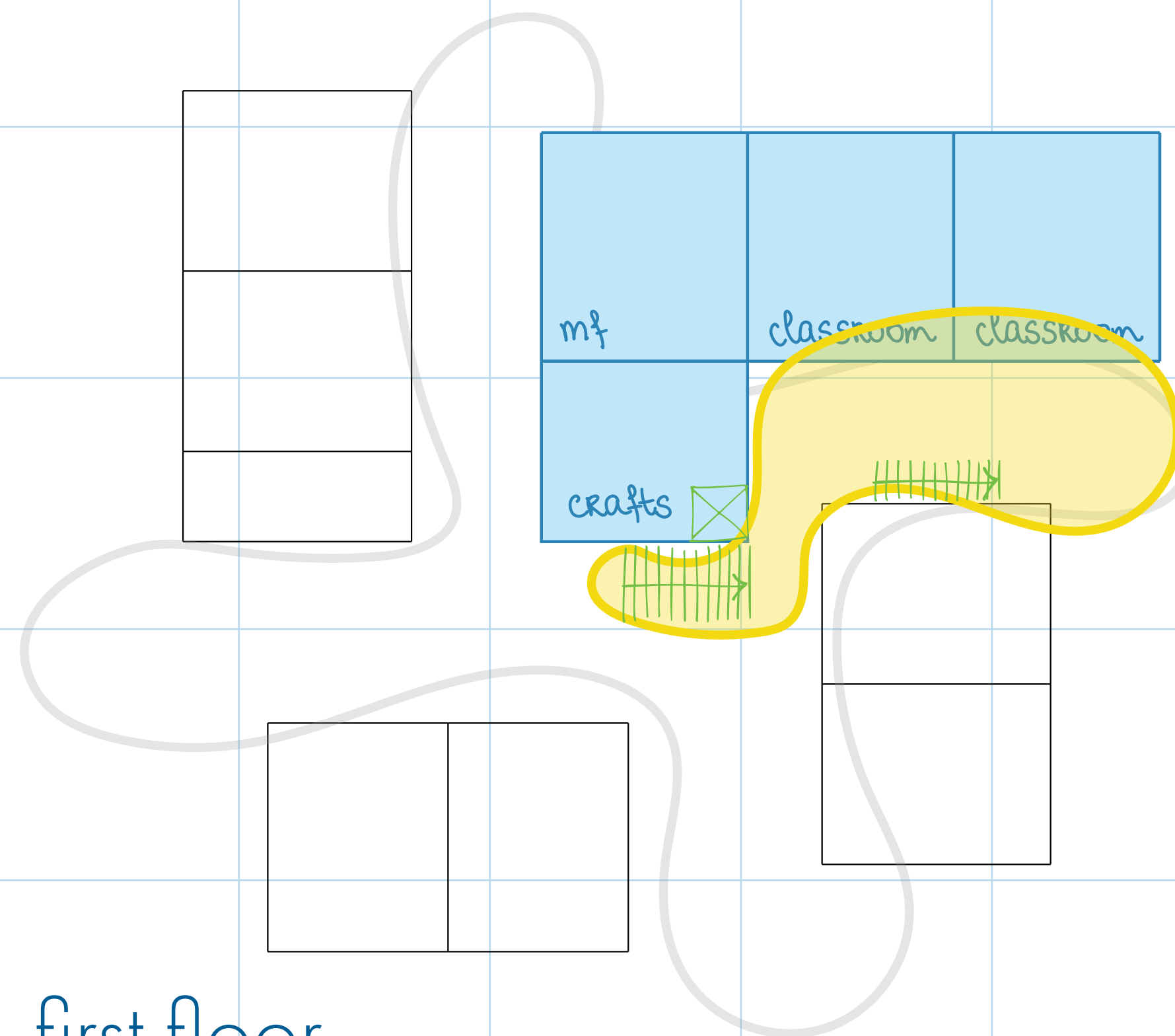
2. add new volume



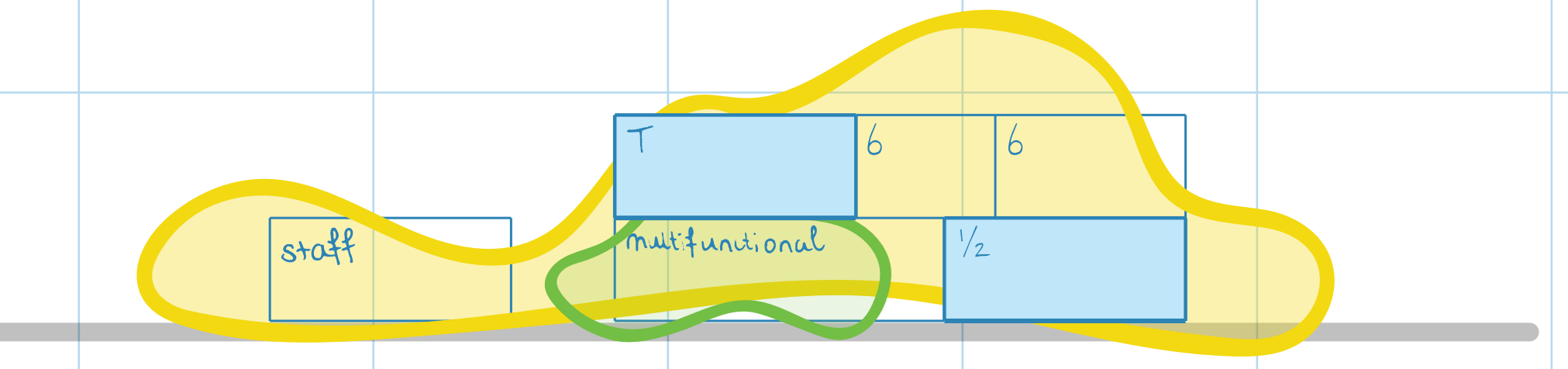
1. keep original classrooms



ground floor

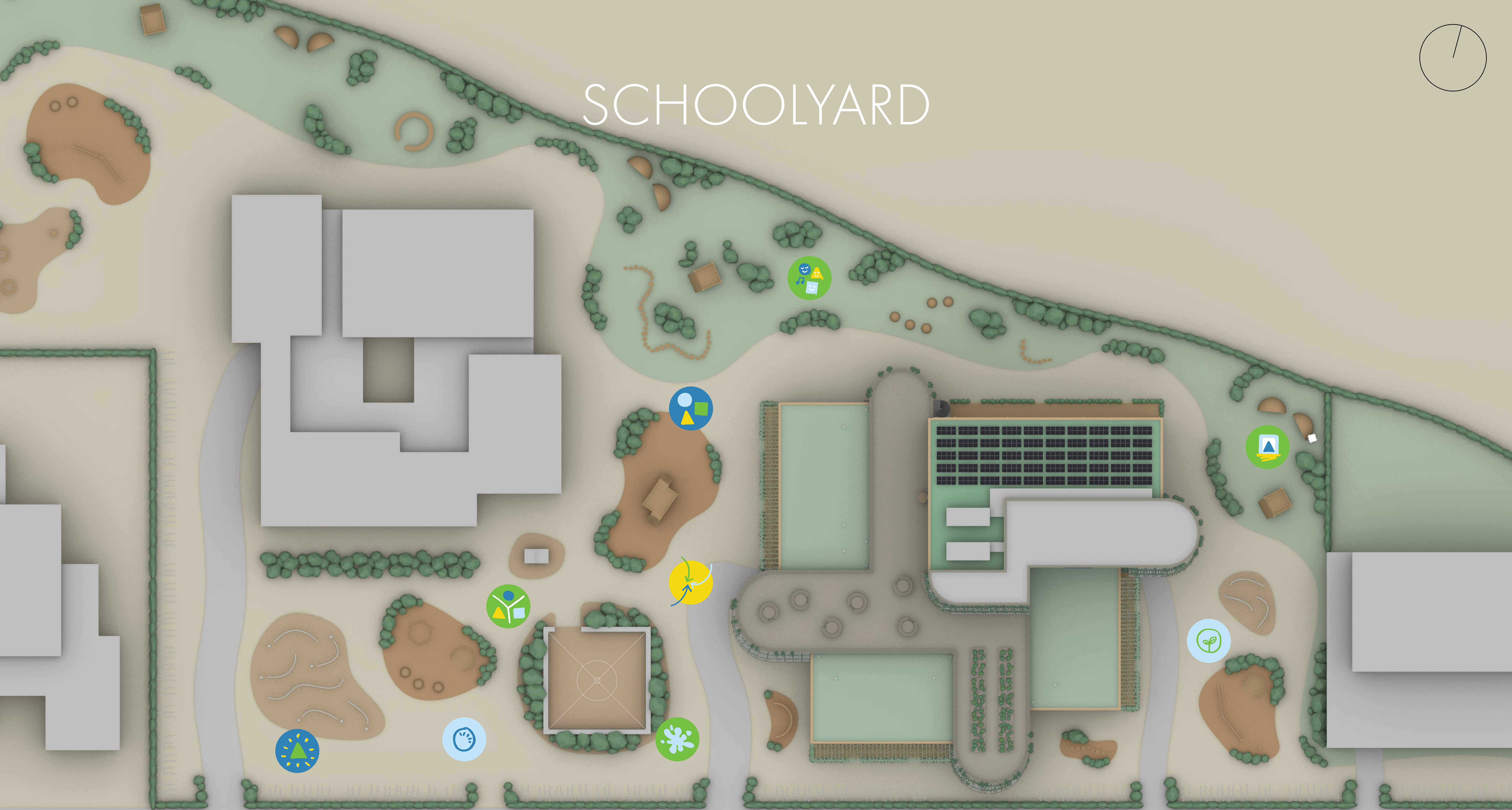


first floor



section

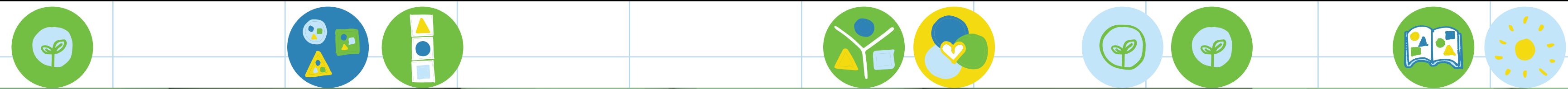




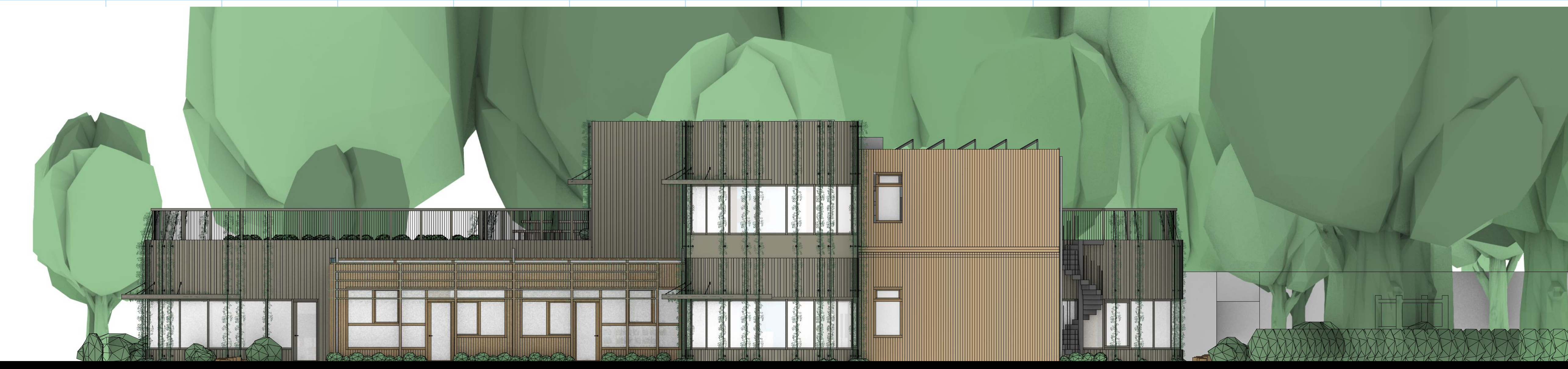
FACADES



west



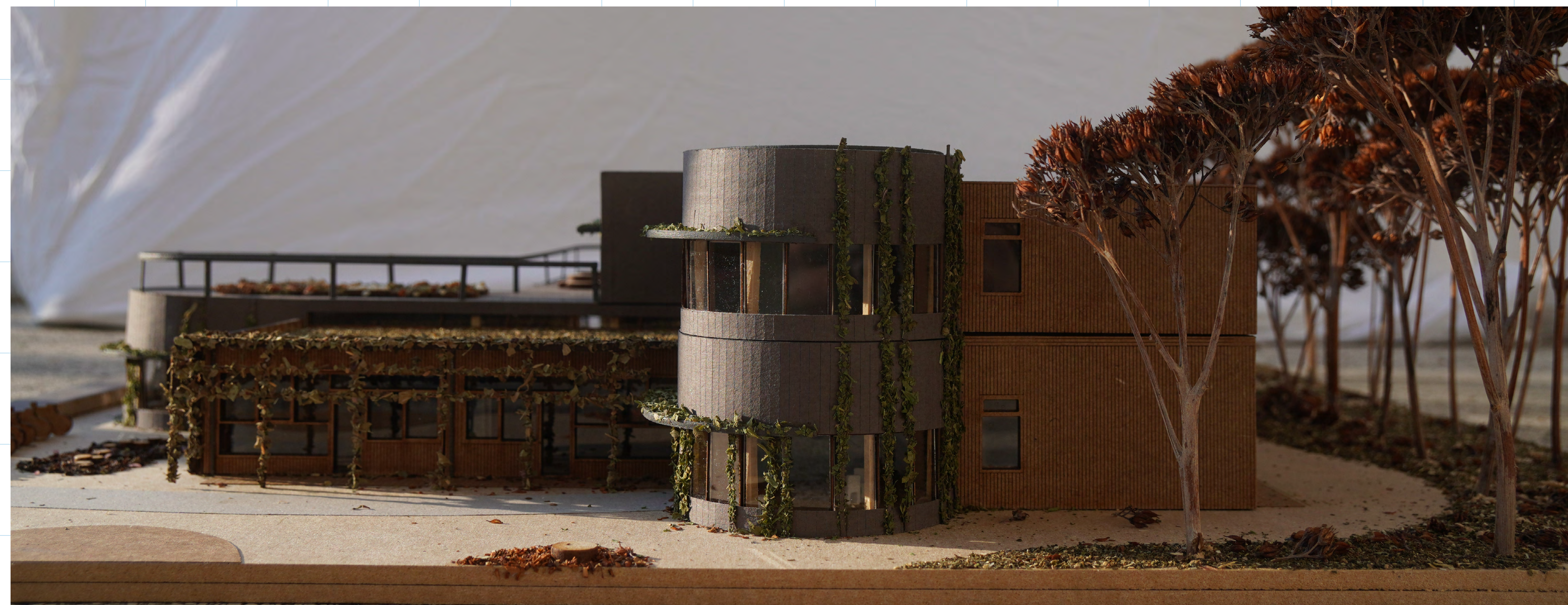
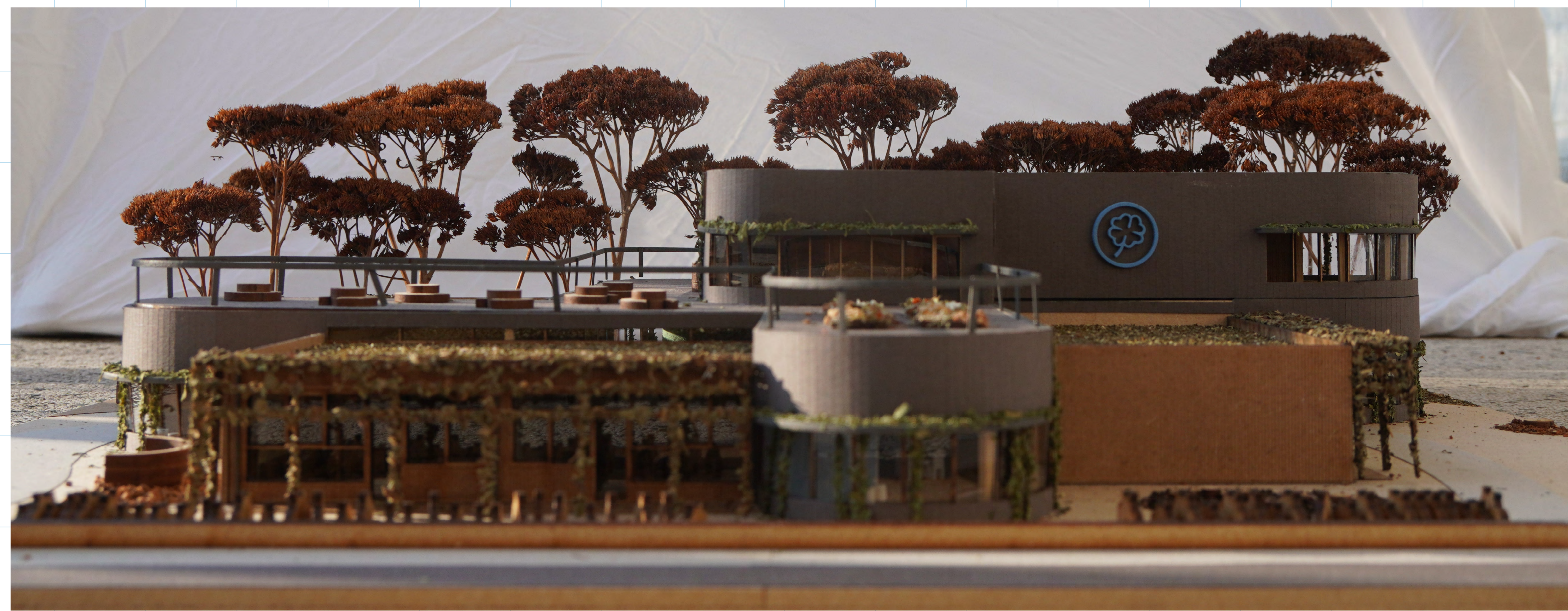
south



east



north

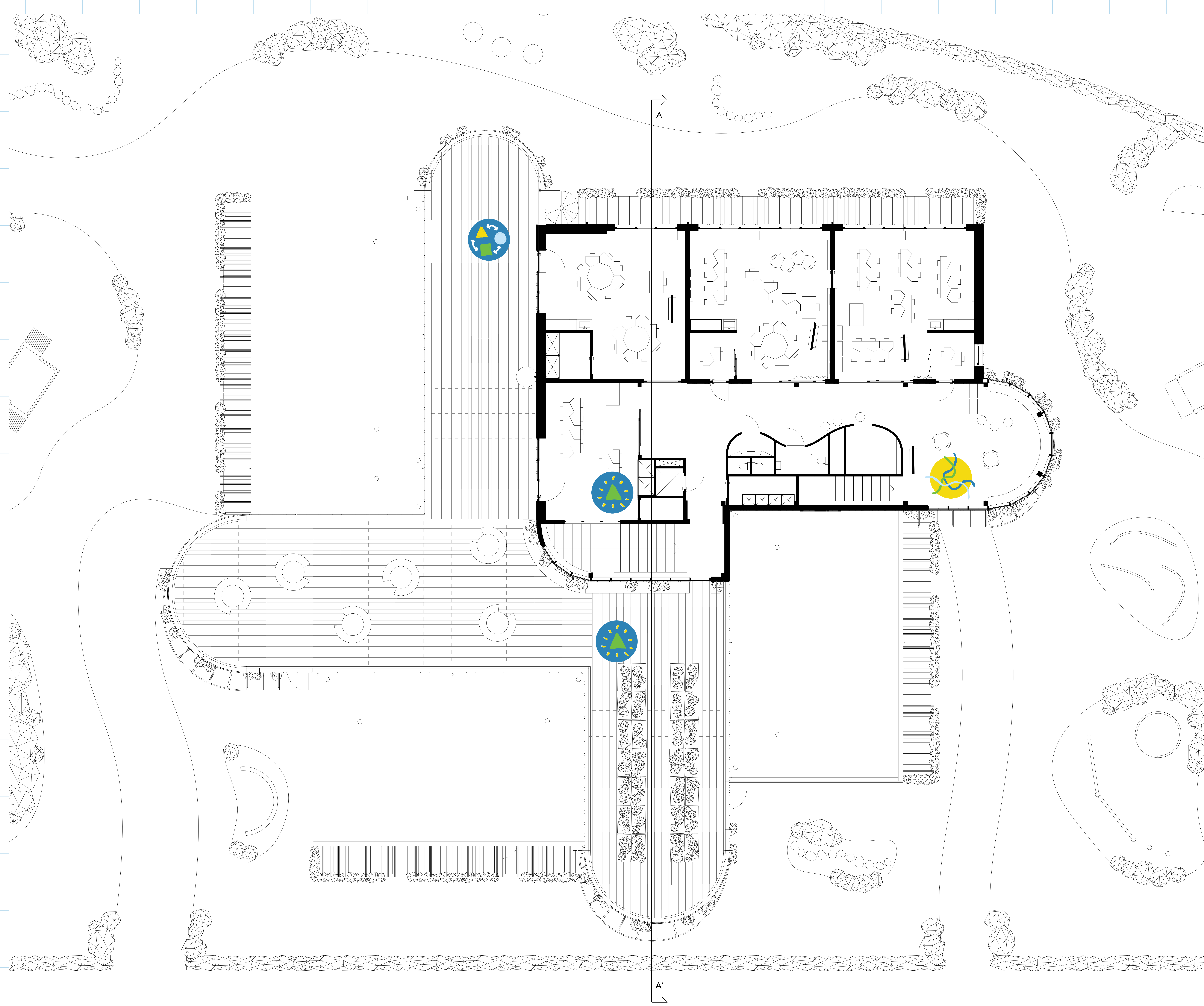




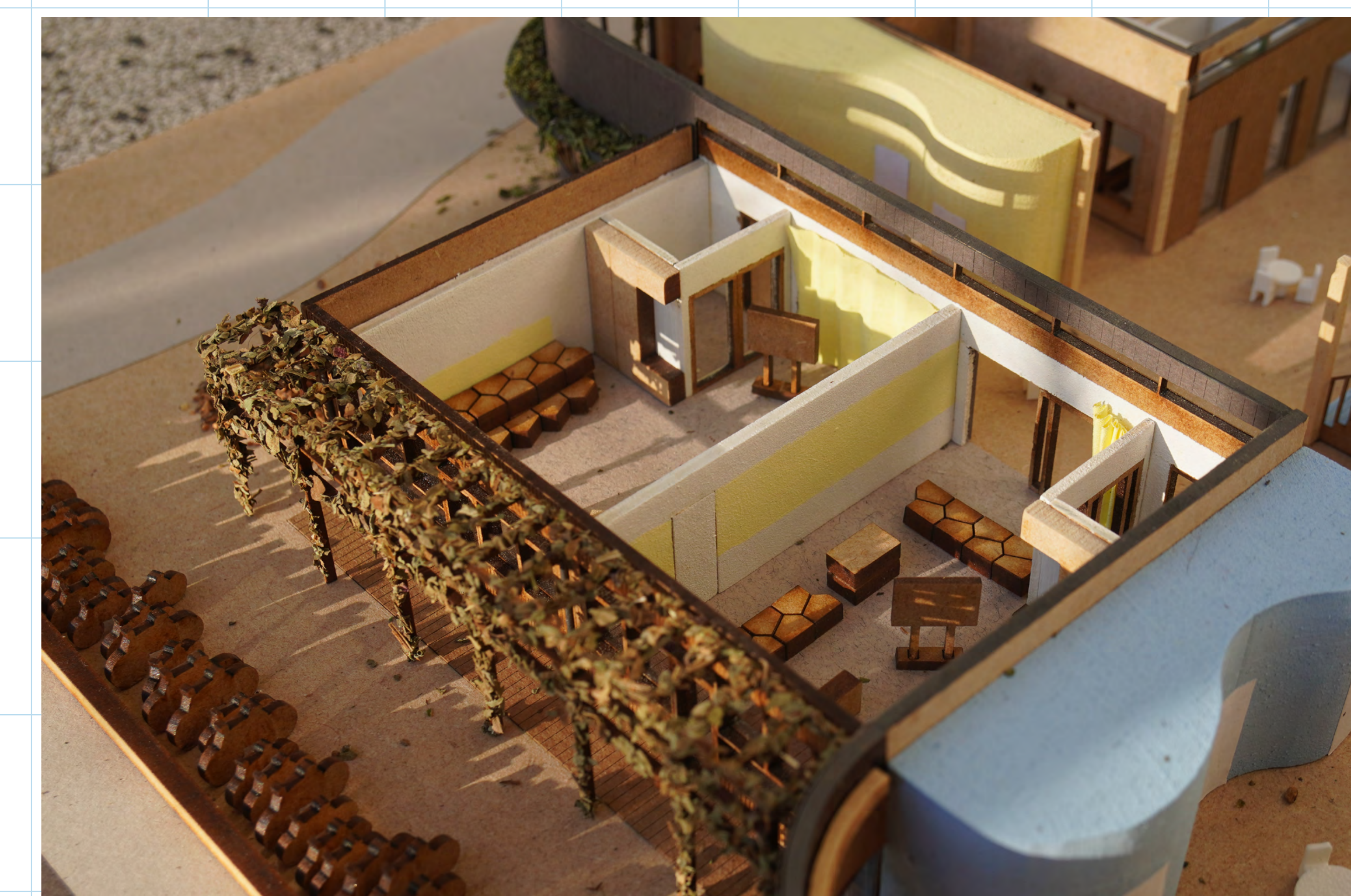
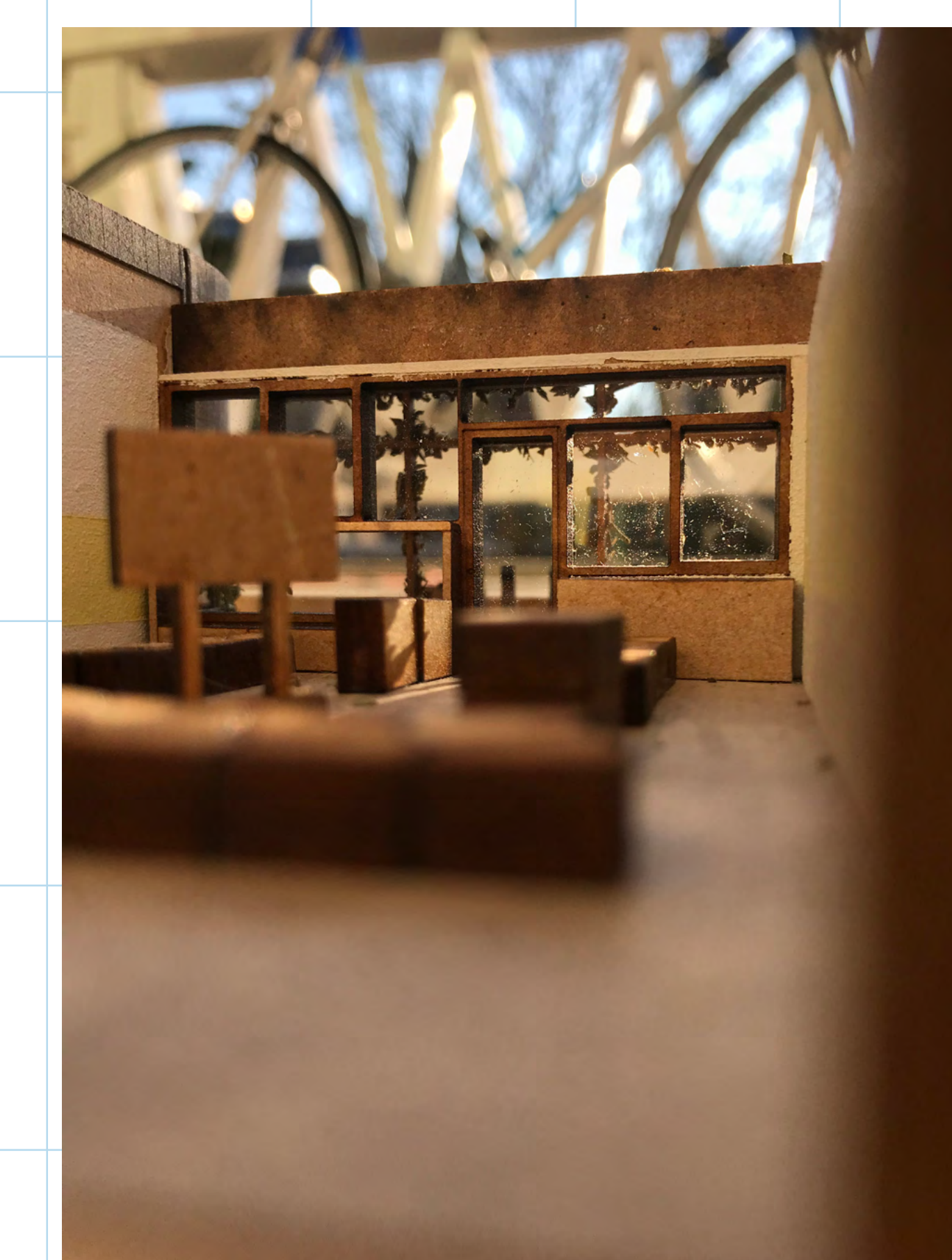
GROUND FLOOR



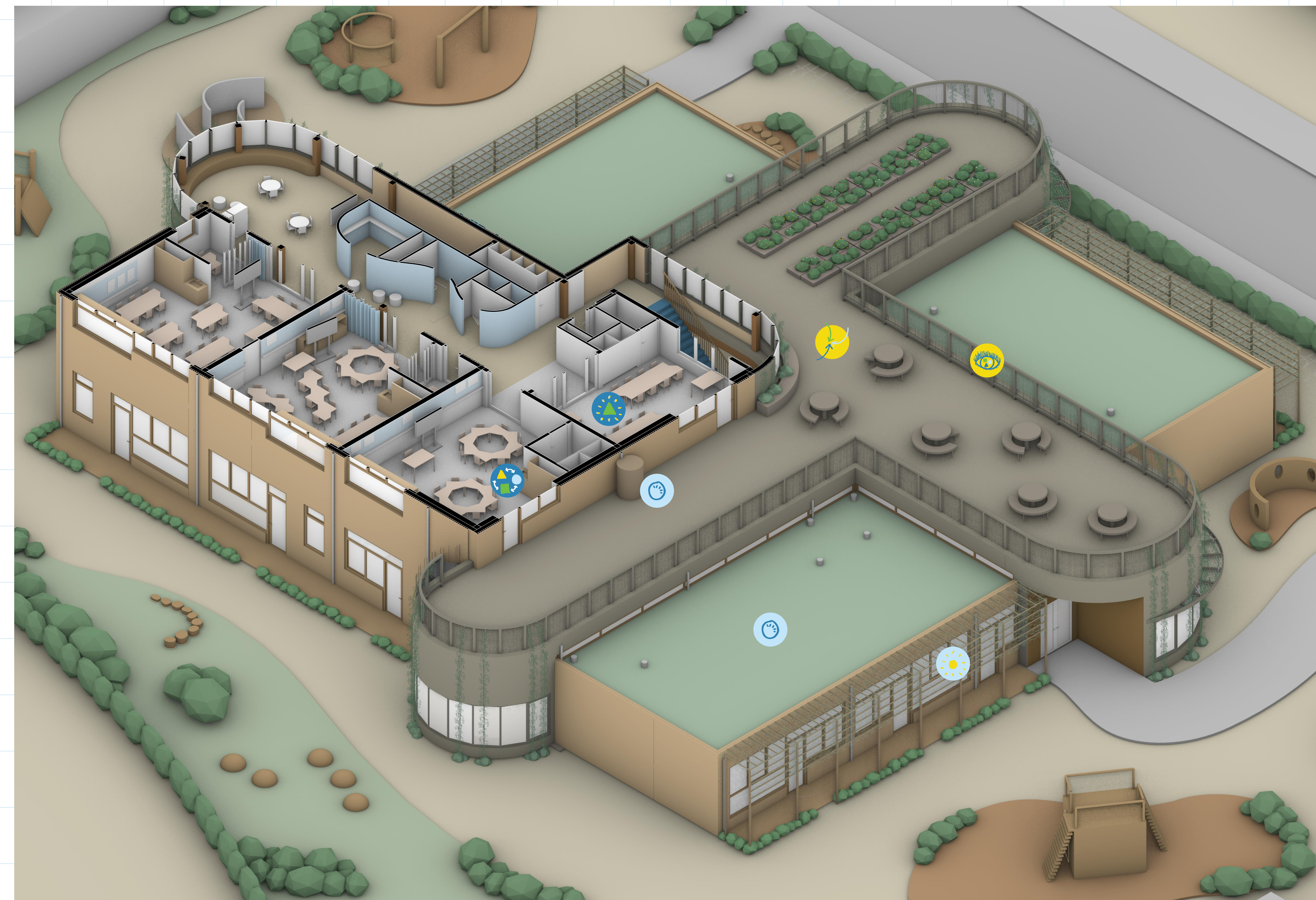
FIRST FLOOR



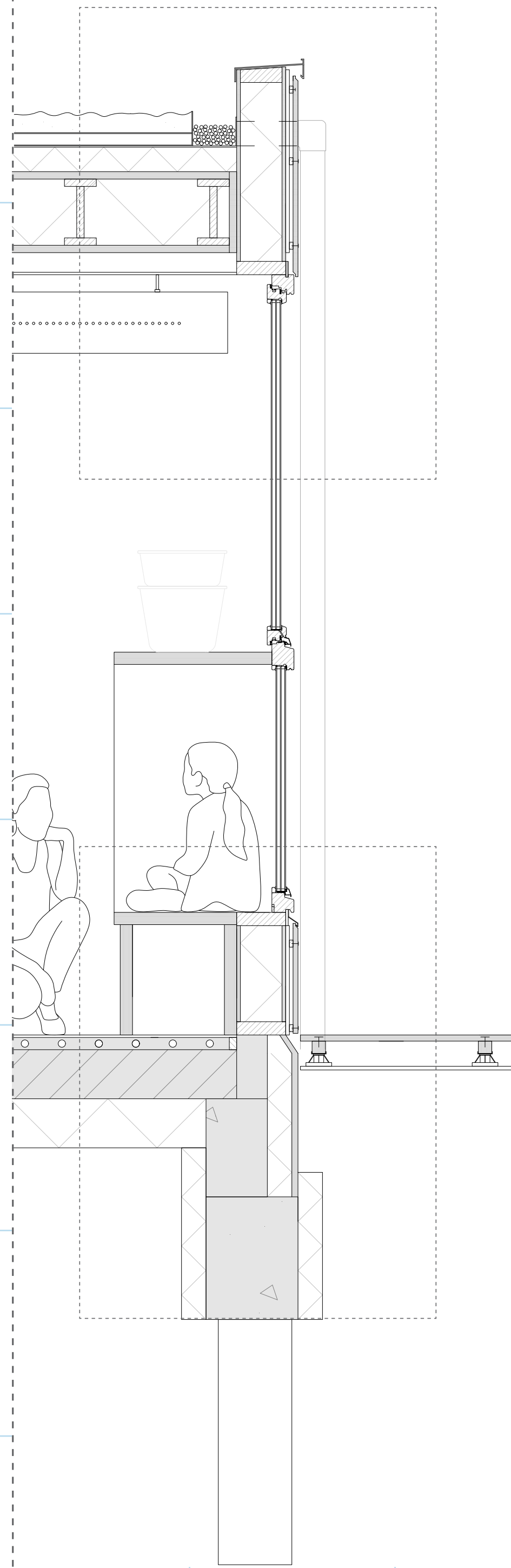
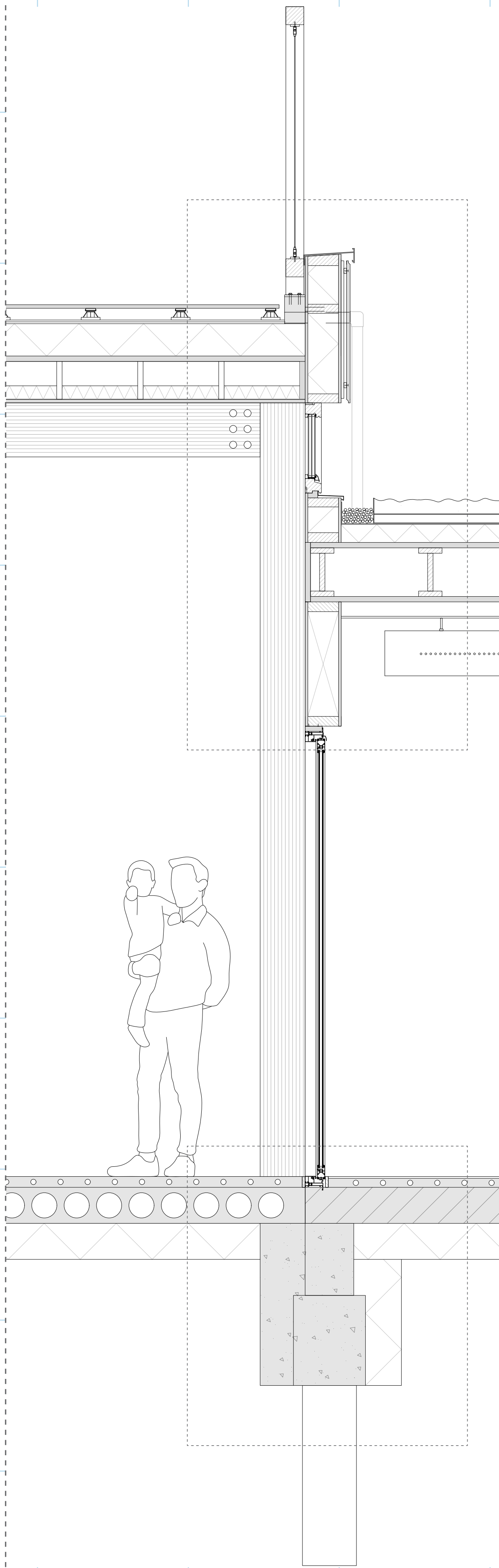
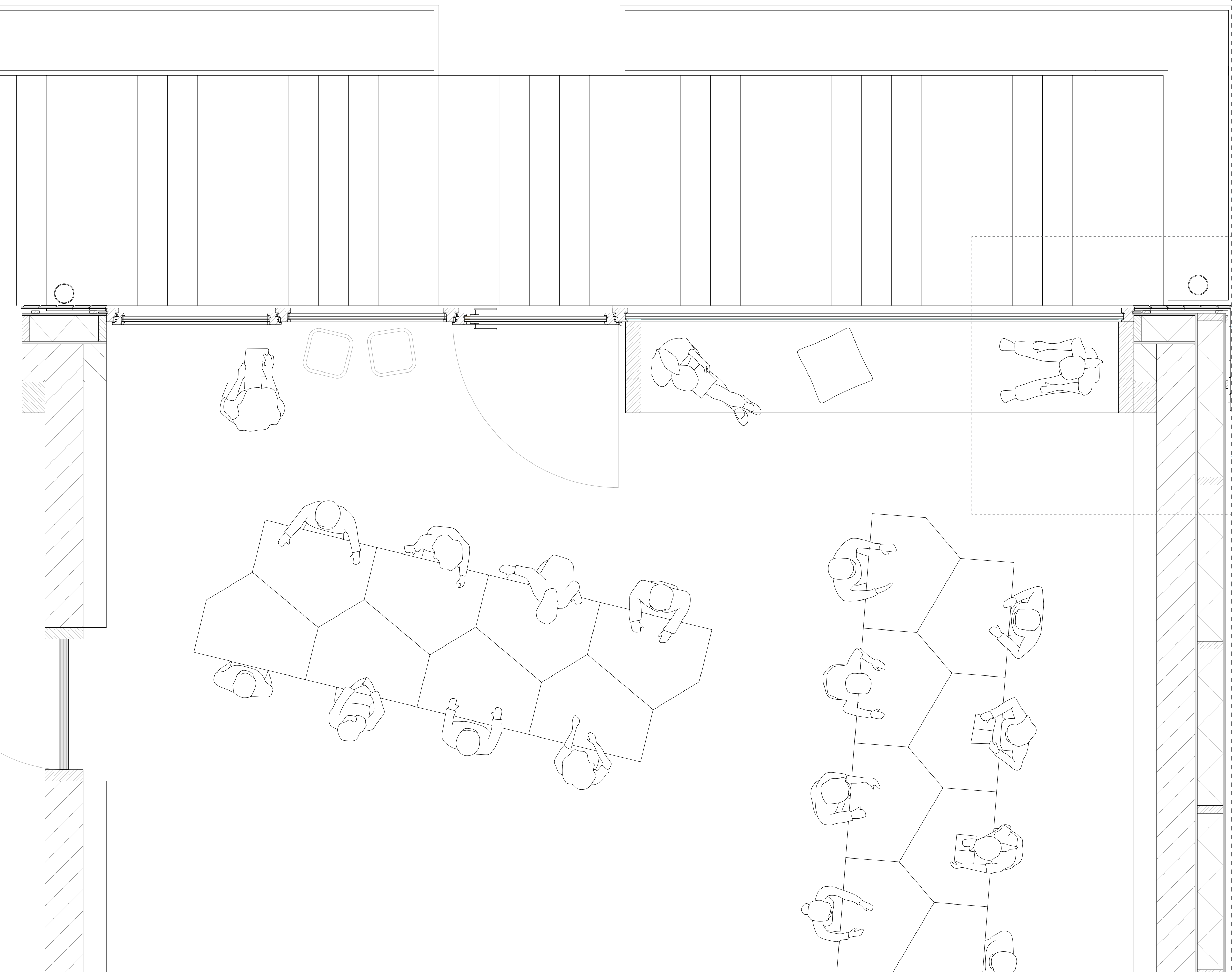
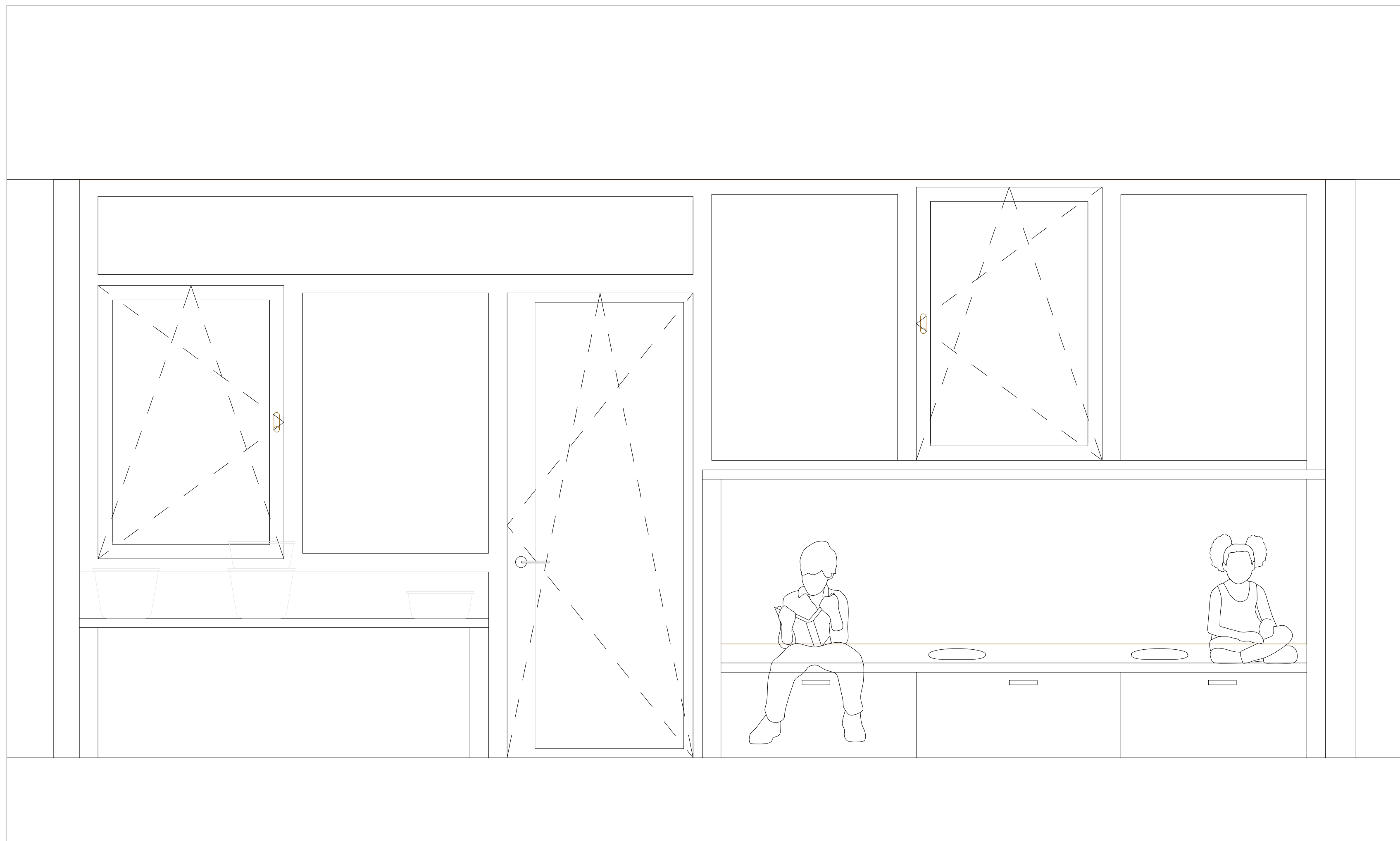
GROUND FLOOR



FIRST FLOOR



CLASSROOM DETAIL



- acaya wood terrace
- terrace supports with Grad click system
- water barrier
- cork insulation (pressure-resistant)
- vapor barrier
- kerli ripa wooden hollow-core slab floor (flat mounting) with acoustic insulation
- wooden glulam beam

- substrate with vegetation
- filter layer
- drainage layer
- root protection
- water barrier
- flax isolation
- vapor barrier
- wood (spruce) with wooden plates

- acaya wood finished with grey primer FT100029
- timber frame construction element

- Marmoleum Linoleum floor (splash 3228 Rockpool)
- floor heating panels
- hollow slab floor
- flax isolation

- Marmoleum Linoleum floor (splash 3428 seashell)
- floor heating panels
- kerli ripa floor
- flax isolation

- lowered ceiling (electricity)
- Rodlon Kross acoustic ceiling board (absorption value 0.95)
- ventilation tube

- acaya wood finished with natural look FT148077
- water barrier
- flax isolation
- vapor barrier
- storage space with vent

- acaya wood terrace
- beams
- terrace supports
- waterproof ground cover

translating on existing foundation for new wooden column

Breesehield sliding door S110 aluminium frame with acoustic seals

STUDY SQUARE DETAIL



STRUCTURE

CLIMATE

