

Delivering Inclusive Cycle Training

A Summary of DfT's Guidance

Department for Transport

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Introduction

This document presents some of the key messages from the Department for Transport's guidance: '[Delivering Inclusive Cycle Training: A Good Practice Guide for Disability Cycle Training](#)', published in January 2011.

Each page contains a key component of the report. A reference to the chapter of the main report relating to the content, is included on each slide.

Content of this summary

The decision process: describes the process an instructor should take to understand whether a disabled trainee should be incorporated into a group setting.

Communication techniques: an overview of common communication methods for communicating with people with differing abilities.

Common conditions and potential effects on training: looks at the possible effects on behaviour and learning.

Case studies: provides four real life examples of how inclusive training can be delivered.

Legal aspects: understanding the legal responsibilities and obligations of instructors and Bikeability schemes.

Types of cycle: a guide to the different types of cycle available.

Funding: an overview of the funding sources available to help deliver inclusive cycle training.

Conclusion: signposts to chapters in the main '*Delivering Inclusive Cycle Training: A Good Practice Guide for Disability Cycle Training*' document for further reading.

Contents of the Guidance

Bikeability providers and instructors are encouraged to reference the full report for further information. Each page of this document provides a reference to the relevant chapter in the main guidance. The chapters within the report include:

2. How to deliver inclusive cycle training
3. Be prepared: Do the groundwork
4. Be prepared: Understand the needs of trainees
5. Delivering training: One-to-one or in a group?
6. Plan the session
7. Delivering training: Communication techniques
8. Types of cycles available
9. Achieving National Standard outcomes
10. Rewarding trainees
11. Funding and resources
12. Bibliography
13. Further information
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Appendix A: Common conditions and their likely effects on behaviour and learning

Appendix B: Identifying potential barriers for cycle training a form for cycle instructors

Appendix C: Useful questions to ask in the one-to-one

Appendix D: SEN cycle training at Rokeby Secondary School, March 2008

The decision process: one-to-one or in a group?

The decision of whether to teach a disabled person one-to-one or in a group is critical, as it can determine how effective the training is for the whole of the group.

Key considerations to make this decision includes:

- Aspirations of the trainee
- Parent or Carer recommendations
- Nature of condition
- Availability and identification of training support
- Identification of equipment required



*Image provided by
Wheels for Wellbeing*

Potential implications of one-to-one or group training decision include:

One-to-One	Group Training
Risk of person feeling excluded or isolated	Some trainees respond very well to being included and accommodated as part of a wider group
Easier to teach riding for the first time	Teaching skills above that of learning to ride for the first time can be easier in a group setting
Pace of the lesson can be dictated by the trainee	It sometimes takes a considerable time for disabled individuals to progress, which may make other members of the group feel they are being held back

Communication techniques

Effective communication is key to the success of any training session, from the instructor to trainee and vice-versa.

Some key communication techniques include:

- Carefully position yourself to increase visibility and enable lip reading
- Place more emphasis on the quality of your communication rather than the quantity
- Adapt verbal and non-verbal communication to the level of the trainee’s understanding
- Trainees on the autistic spectrum tend to learn best when being told clearly what to do, and use of open questions (as is often used in cycle training) may confuse
- Give praise – children with autistic spectrum disorders respond well to praise and thrive on achievement

Non-verbal communication methods include:

Name and link to more information	Makaton	British Sign Language (BSL)	Picture Exchange (PECS)	Tactile signing
Description	Makaton combines signs, symbols, and speech to provide multi-modal communication	Sign language is used mainly by people who are deaf or have hearing impairments	This is a communication system designed to initiate communication, particularly for people with Autistic Spectrum Disorders	Tactile signing is a common means of communication used by people with both a sight and hearing impairment



Common conditions and their potential effects on behaviour and learning

Condition	Common issues with training	Further information
Attention Deficit Disorder	Inattentiveness, hyperactivity and tendency to act without thinking	National Attention Deficit Disorder Information and Support Service
Autistic Spectrum Disorder	Difficulties with social interaction, problems with verbal and non-verbal communication, lack of imagination, forgetful and easily distracted	National Autistic Society
Cerebral palsy	Weak and stiff muscles, difficulty controlling movement, involuntary movements	Scope
Down's Syndrome	Varying degrees of learning disability, from moderate to severe	Down's Syndrome Association
Hearing Impairments	Mild to complete loss of hearing	Royal Institute for Deaf People
Dyslexia	Difficulty following a series of instructions in order	British Dyslexia Association



Common disabilities and their potential effects on behaviour and learning (continued)

Condition	Common issues with training	Further information
Moderate Learning Difficulties (MLD)	Difficulty understanding concepts, associated speech and language delay, low self-esteem and low levels of concentration	Mencap
Severe Learning Difficulties (SLD)	Difficulty understanding, learning and remembering new skills	Mencap
Profound and Multiple Learning Difficulty (PMLD)	Require a high level of adult support, both for their learning needs and personal care	Mencap
Dyspraxia	Difficulty processing thoughts, concentrating and learning, problems with movement and co-ordination, behavioural issues, issues with noise and feeling	Dyspraxia Foundation
Visual Impairment	Effects on training depend on severity of sight loss	Royal National Institute of Blind People (RNIB)
Locomotor disability	Effects on training depend on nature of disability	
Epilepsy	May affect individual's ability to be fully composed	Epilepsy Action

Case studies

Case Study 1	Training a child with learning difficulties with a parent
<p data-bbox="174 437 376 475">Description</p> 	<p data-bbox="566 437 2056 735">Alex is 10 years old and has learning difficulties. Her parents wanted her to take part in National Standard cycle training with the rest of her peers at her mainstream school. To overcome the difficulties of Alex being included with the rest of the class, her mum also attended the training and brought their tandem bike with her. Alex and her mum were taught together with the rest of the class, with her mum leading the actions while on the tandem, as Alex was unable to take on board all of the instructions. This allowed Alex to enjoy her training because she was with her peers and also allowed her mum to take part so that she could ride safely with Alex after the training. At the end of the training both Alex and her mum were presented with a joint National Standard Level 2 certificate, something which Alex could not have obtained without her mum's help.</p>
<p data-bbox="174 767 421 805">Demonstrates</p>	<p data-bbox="566 762 1973 831"><i>Flexibility of approach to ensure the inclusion of a trainee with a learning disability into a mainstream group; inclusion of a parent/carer to ensure that cycling continues after the training has been completed.</i></p>
Case Study 2	Adapting training to fit the capability of a child
<p data-bbox="174 978 376 1016">Description</p> 	<p data-bbox="566 978 2056 1276">Joshua attends a mainstream school. He has only one arm and wanted to take part in cycle training that his school was running. He rode his bike in his free time and, after an initial assessment, he proved that he was able to ride proficiently as well as having the balance and braking requirements needed to be a safe rider. Joshua was taught in a group with his peers, but his training differed when it came to turning corners: looking for cars and his road positioning were more important than the action of signalling. If the road was clear and he was positioned well, he could turn the corner safely. If he found that the roads were busy when he was planning to turn, he was simply instructed to pull over to the side of the road and wait until it was safe to turn. After his training he successfully passed Level 2 of the National Standard.</p>
<p data-bbox="174 1308 421 1347">Demonstrates</p>	<p data-bbox="566 1303 2040 1342"><i>Value of adapting training to the capabilities of the trainee; alternative ways of achieving cycle training outcomes.</i></p>

Case Studies (continued)

Case Study 3	Techniques when training children with hearing disabilities
<p data-bbox="181 453 376 491">Description</p> 	<p data-bbox="577 453 2056 826">Aiesha is 10 and has a hearing impairment. She was due to participate in National Standard training, but the instructor had doubts that she would be able to successfully take part in group training. Before training commenced, the instructor went into the school and spoke to Aiesha’s teacher about the girl’s specific requirements. It transpired that she had a cochlea implant and therefore had good hearing. The instructor also gathered information about where the best place to stand would be so that Aiesha could hear as much as possible and also lip read. Aiesha’s teacher attended the training so that the girl had one-to-one interaction if needed. This was invaluable in one instance when her cochlea implant batteries ran out. The instructor used a radio microphone so that Aiesha was able to hear even during on-road training. After Aiesha had completed and passed her National Standard Level 2, the instructor noted down that she would benefit from cycling with an adult until she was completely confident in her capabilities of observing what is around her, as well as listening.</p>
<p data-bbox="181 858 421 896">Demonstrates</p>	<p data-bbox="577 858 2056 922"><i>Value of identifying the need for additional support at the training session; importance of pre-training information gathering.</i></p>
Case Study 4	Recognising the real needs of trainees
<p data-bbox="181 1048 376 1086">Description</p>  <p data-bbox="255 1283 427 1299"><small>Copyright: Pashley Cycles</small></p>	<p data-bbox="577 1048 2056 1305">Nathan has autism and his parents said he was far too large for his trike. He had owned his trike since the age of seven and he was now a teenager. However, despite several hours of careful assessment and building a new trike to meet his expected requirements, Nathan was petrified of using it. After several attempts over a period of weeks, it was clear that this was not going to change and his instructor asked his parents to let him see Nathan on his old trike. The instructor was astounded at the exuberance, speed and agility that he had on his tiny trike! In the end, the instructor spoke to the manufacturer and put Nathan’s parents in touch with them. The manufacturers made an exception and modified the frame of the old trike and extended it to fit Nathan.</p>
<p data-bbox="181 1342 421 1380">Demonstrates</p>	<p data-bbox="577 1342 1944 1406"><i>The flexibility and responsiveness required by the instructor to identify and meet needs; the importance of sometimes going beyond the usual remit of the cycle instructor.</i></p>

Cycle training - legal aspects

There are various pieces of legislation that promote civil rights for disabled people and to protect from discrimination. From 1 October 2010, the majority of the Equality Act 2010 was implemented to replace major parts of the provisions of the Disability Discrimination Act (DDA).

To view The Equality Act 2010 in full visit www.equalities.gov.uk

The implications of the Act for providers of cycle training include:

- **Instructors need to make reasonable adjustments to the training services that they provide to meet the needs of disabled people.**
- **Training organisations, instructors and schools at which training is delivered need to look at their rules/policies to ensure that they do not indirectly discriminate.**
- **Instructors need to ensure that they do not have preconceived views/assumptions about an individual's ability to carry out a task and achieve outcomes.**

Example of types of cycle available

Foot Pedaled

Low step-through frame bike
Copyright: Gelert Ltd



Tandem with recumbent front seated rider
Copyright: Hase Bikes Ltd



Recumbent trike
Copyright: Greenspeedrecumbents.com



Upright trike with two rear wheels and one front wheel
Copyright: Pashley Cycles



Upright trike with one rear wheel and two front wheels
Copyright: Van Raam



Tandem trike with both riders upright
Copyright: Van Raam



Example of types of cycle available (continued)

Hand Pedaled

<p>Handcycle with wheelchair add-on Copyright: Team Hybrid Ltd</p>	<p>Fixed frame (complete) handcycle Copyright: varna</p>	<p>Tandem handcycle Copyright: Varna</p>
		

Assisted

<p>Side by side semi-recumbent trike Copyright: PF Mobility</p>	<p>Wheelchair tandem (with detachable wheelchair) Copyright: Da Vinci</p>	<p>Wheelchair tandem with roll on/off mechanism Copyright: Van Raam</p>
		

Funding for cycle purchase

Many cycles, particularly those specifically designed for an individual, can be expensive to purchase. However, there are several potential sources for accessing funding:

- **Self directed support/individualised budget:** Self directed support is designed to help people take control of their own social care budgets, manage their own support and choose the services that suit them best, using the money they receive from different areas more flexibly. If someone is eligible for Community Care Services then they may have the option of receiving an Individualised Budget from their local authority. For further information see [inControl](#)
- **Charities and other grant giving organisations:** These could be approached for grants to help pay for a cycle, although there is a need to approach appropriate organisations who either provide support in the particular area where someone lives and/or to people with a particular condition or impairment. Organisations such as the [Rotary Club](#), [Sport England](#), [Awards for All](#), [Community for Health](#) and [Children in Need](#) may also be worth contacting.
- **Local businesses:** Some local businesses such as supermarkets, may be willing to provide a contribution towards a cycle if an individual can demonstrate the value and opportunity it would bring them e.g. access to opportunities, health benefits, increased independence

Further information about funding and types of cycle available can be found at [Wheels for Wellbeing](#)

Further information

The full version of '[*Delivering Inclusive Cycle Training: A Good Practice Guide for Disability Cycle Training*](#)' can be downloaded from the Bikeability website:

http://bikeability.dft.gov.uk/wp-content/uploads/130424_DisabilityTrainingGuide_Updated.pdf

If you have any questions, please email contactus@bikeability.org.uk

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