



Old Park School

Impact report on Mencap bike sessions

Stevens Park

31/10/2022 – 12/12/2022

6 sessions. Each session has access to 5 tricycles and 1 wheelchair-accessible bike.

1. Communication and Interaction:

A: A used his ALD and repeated words. A was able to say Yes or No when asked questions.

On A's first visit to the bikes he made it very clear using the word no and showing staff member his ALD with the symbol helmet on it, that he did not want to wear a helmet or go on a bike.

The last three sessions A has used his ALD to show us he wants to go on the bikes and now tolerates wearing his helmet.

A has now shown a trusting relationship with a bike organiser and will follow simple instructions with good understanding and will give a high five to him.

C: C looks forward to going to the park to ride the bikes. She can independently read the symbol/word sentences to tell her what is happening. She can also remember the instructions and relay them back to a staff member.

C is always very sociable and will talk to her peers and staff members on the walk to and from the park. C once on the bikes will shout out to her peers and have independent conversations with some of them, She will say if anyone is going too fast. C will always listen to the instructor and follow the rules. C will ask if she can do something or if she is unsure showing a maturity and confidence.

B: B would read the instructions with ease before going to the park to ride bikes. He would express his feelings each week by asking staff if he was going to ride bikes first or did he have to do the activities. He would openly say that he did not want to do the activity and in Bs own words would question "" why do I have to do an activity "" and that he did not see the point in the activity. B had strong opinions and would let staff know how he felt.

B would talk with staff and peers on the way to and from the park.

B would follow instructions and direction from the bike instructor. He would hold conversations with C when riding his bike.

B enjoyed playing follow my leader on bikes with myself, he would shout out directions for me to follow.

B would recognise when other peers were not following the rules and tell a familiar member of staff.

H: H used his ALD and single words along with signing when at Bikes in the Park. H was very excited each time shouting out to his friends "" bike"" and "" Park""

H would listen to the instructor when putting his helmet and fastening his seatbelt. Although we could not always understand H he would talk to peers and staff while riding around.

B: B can follow and read his symbol/word sentence instructions when going to the park. He can vocalise what he wants to do and what he likes. B will listen and follow instructions asked of him when riding his bike. B will tend to ride his bike but not join in with peers often.

R: Very vocal

Z: when approaching the bike Z begins to laugh and waves his arms in anticipation as he loves riding the bikes from previous experience. when he sees the bike he asks "can I go on the bikes?"

D: when D is on the bike she has so much fun, no matter where she is in the park you can hear her laughing and screaming in excitement.

G: once G was on the bike she laughed and squealed every time she came down a hill.

2. Cognition and Learning:

A: A will now put his helmet on by himself, he has worked out how to put his seatbelt on (as he did not like staff doing this with him initially). A can navigate directions well, he is confident to use the whole area to ride his bike. He can use the pedals but will often spend time only pushing the pedals half way but still riding at a reasonable pace. A knows where his bell is on the bike but will only use this when asked by a member of staff. A can turn corners and can negotiate obstacles such as other bikes, he can use his brakes and is accepting when it is time to come off the bikes.

C: C can put her helmet on asking for help to clip it underneath her chin, she can do her own seatbelt. C can pedal with ease and ride well, negotiating any obstacles. She can use her brakes when needed and will use her bell. C can slow down around corners and is confident to use the whole bike area to ride her bike at an appropriate speed.

B: Excellent understanding of riding the bike, using handle bars, pedals, brakes and bell appropriately. B can put his own helmet and safety belt on independently.

B can work out routes and follow directions asked. He can slow down round corners and can use the whole bike area. B can negotiate obstacles and can reverse his bike when parking."

H: H at first needed help to fasten his seatbelt but after 3 sessions could do this by himself. H could ride his bike with confidence but not always in an appropriate manner. He would not follow instructions about slowing down unless someone was nearby and he took every opportunity to speed and go around corners too quickly. H could negotiate obstacles but found it more exciting to run over or bump in to them.

B: B is very confident when riding his bike, he can fasten his own seatbelt but needs a little help with his helmet. He can use his handle bars, pedals and brakes well, he rides at an appropriate speed negotiating obstacles and corners. He can ride backwards. B will tend to ride for a while and then stop for a few minutes looking around his environment.

Z: each week Z will request which route he wants to take, he is asked "which way today?" and he will either respond with "long" or "short". he will also shout "faster" when coming down the hill.

D: even when it was not D's turn on the bike she watched it go around and followed it right up until it was her time to go on.

G: every time G passed someone when on the bike she followed them with her eyes and smiled.

3. Social, Emotional and Mental Health:

A: A was upset the first time we went to the park to use the bikes. He used his voice to say no on the walk to the park and refused to put his helmet on. A sat on the bench for most of the first session with a member of staff supporting him.

From the second visit onwards, A would point to the bikes when he could see them he began not only to take an interest in the bikes but also put a helmet on, initially just taking time to sit on a stationary bike. By week 3 A smiled walking over to the park and showed us with facial expressions how happy he was. A was really now enjoying his time on the bikes. We showed a video of him riding a bike, he smiled and put his thumb up, I believe he was very proud especially when he showed excitement when we said we would send the video to Mum.

C: It is so very obvious from C's verbal comments and constant smile how much she enjoys her afternoon on the bikes. She is always excited and happy to tell everyone back at school how well she has done.

B: B has always got a smile on his face when riding his bike, he will sometimes hum or sing in a calm and happy manner. B had a great understanding of the routine and looks forward to going on the bikes.

H: H absolutely loves riding the bikes. He has a constant smile and laughs throughout the session. H has a very good understanding of the afternoon routine walking over to the park, riding the bikes and walking back to school.

B: B will tell you that he is happy if you ask how he is feeling. He always seems relaxed and regulated and enjoys taking time to sit and look at his environment and his peers riding their bikes

A: Very calm, relaxed and smiling

R: Very excited and happy

Z: Z absolutely loves going on the bikes, he always has an excited expression on his face and asks for more every time.

D: D smiles and laughs the entire time she is on the bike, when coming down the hill she flaps and screams to show she is happy.

G: G expressed nothing but happiness, excitement and contentment when riding the bikes and in the presence of her friends and teachers.

4. Physical and/or Sensory:

C: C is aware that exercise is good for her and will say that she has "done a lot of steps today and been riding my bike

B: B will tell you that exercise is good for you.

A: Enjoyed fresh air and sunshine

R: Looking and observing his surroundings

5. Wow moment:

A: A giving the bike instructor a high five after having a fabulous session on his bike.

C: C has had several wow moments.

Her confidence to ask questions if she is unsure is always a wow moment.

A: Very alert when on bike

R: Clasped hands together, jigging up and down and giggling

Z: remembering every week that we go to the bikes on a Monday and "have fun"

D: expressing just how much excitement she felt when on the bike.

G: lifting her arms in the air every time the bike sped up.

6. Other:

Unfortunately, two of the planned afternoons were cancelled because of the weather (heavy rain, severe cold).

One afternoon had to be cancelled because of high levels of staff absence at Old Park.