Student 1:	Swimming Plan	Date:
Learning Outcomes	1/ To increase student's movement in the pool. 2/ To take part in teacher led games. 3/ Recognize and use correctly a range of swimming objects.	
Student Info:	Allow student time to acclimatize at the start. Repeat instructions at interval following rejection. Be mindful of student's tolerance to objects.	

Activity/Practice	Teaching Points
Intro: "Hello student shall we shower before we climb in?"	-Encourage student to press button. -Allow student to find the steps from leaving the changing room, only giving help when necessary.
Warm-up: "Shall we have a walk around the swimming pool?"	-Allow student to move without help (though if he wants it do help him as he will often reject help). -Try to get student to follow your direction (splash/voice).
Main: "Student can we collect some missing toys?" Fish; Ring; Float; Woggle; Box; Flipper; Ball; Rattle.	-Only hide one object at a time. -Allow student to feel object and describe it to him before he rejects the object. - If student accepts an object and holds onto it, see if he can walk with it to the deep end.
"Student can we find that noise?"	-Keep noise close (either clap/splash). -Keep movements small at first.
"Student can you walk with me?"	- Only hold hands/guide student if he is willing. -Guide student to rail. Small steps at a time. -Give student an audio guide he has to follow either by tapping the rail or a gentle splash on the desired side.
Making Waves	-Use a nursery chant "Pushing are arms and can make some waves!" to entice student. -Repeat to student using a reverse nursery rhyme e.g. "Joe Bloggs pushing his arms and making waves on student".
Crazy Minute	-Assisted Jumping. Twirling. Splashing hands/feet. -If student rejects idea, give him some space.
Plenary: "Time to climb out student. Can you find the steps?"	-Student finds steps to climb out totally independent. -Tap rail to show where steps are. -Student trails to the shower.

Student 2	Swimming Plan	Date:
Learning Outcomes	1/ To increase student's engagement in activities. 2/ To take part in teacher led games. 3/ To develop buoyancy and use of hands in the water.	
Student Info:	Student to have intermittent takes out of the water (15 Minutes) for toileting. When re-entering encourage student to use steps.	

Activity/Practice	Teaching Points
Intro: "Hello student shall we shower before we climb in?"	-Encourage student to press button. -Allow student to find the steps from leaving the changing room, only giving help when necessary.
Warm-up: "Shall we have a run around the swimming pool?"	-Allow student to move without help, guiding him away from danger when necessary. -Try to get student to follow your direction (splash/voice).
Main: "Student can we find the large float and push it towards the deep-end?"	-Show student large float and try to push it in front of him so that he will eventually hold the float. Also try with ball, woggle and body board.
"Student can we climb onto the mat?"	Encourage student to use his arms to pull himself onto the mat and position himself accordingly.
"Student can you lay on your back in the water?"	Using the mat with balls, allow student to hold onto them and lay back. Allow student to feel at ease in this position before he has to splash his feet.
"Student can you lay on your front in the water?"	Allow student to rest his arms on a mat and tow the mat if necessary to lift student's feet up. Allow student to feel at ease in this position before he has to splash his feet.
Student can you pull yourself along the hand rail.	Guide student towards the rail and assist him as he slides his hand along the rail.
Crazy Minute –Contrasting Activity	Allow student to develop his range of movements including: Jumping, running, spinning, floating, towing, going through hoops, collecting sunken objects and submerging/blowing bubbles. Keep activities partner based if necessary.
Plenary: "Time to climb out student. Can you find the steps?"	-Student will find steps and climb out independently. -Tap rail to show where steps are. -Student trail to the shower.

Student 3	Swimming Plan	Date:
Learning Outcomes	1/ To increase student's independence in the pool. 2/ To be engaged in teacher led games. 3/ Recognize and use correctly a range of swimming objects.	
Student Info:	Keep instructions slow and use simple words. Keep in student's peripheral sight line. Keep noise controlled.	

Activity/Practice	Teaching Points
Intro: "Hello student shall we shower before we climb in?"	-Encourage student to press button. -Encourage student to walk down the steps backwards using both hands.
Warm-up: "Shall we have a walk around the swimming pool?"	-Allow student to move without help. -Try to get student to follow your direction.
Main: "Student can we find some missing toys?" Fish; Ring; Float; Woggle; Box; Flipper; Ball; Rattle.	-Only hide one object at a time. -Present it near to student, before moving it further away. -Keep it in his peripheral vision. -Allow student to feel for object.
"Student can we find that noise?"	-Keep noise close (either clap/splash). -Keep movements small at first.
"Student can you walk with me?"	- Only hold hands/guide student if he is willing. Small steps. -Guide student to rail. Small steps at a time. -See how student responds to being pushed. Tell student the direction he is heading (forwards/backwards).
"Student what's up in the deep end? Do we need a woggle to help us up there?"	-Use a nursery chant "Let's all go to the deep end (repeated), and have lots of fun!" to entice student. - Encourage use of float object (ball etc.) with student using them when he reaches the far end. -When moving student talk about "Big Steps".
Plenary: "Time to climb out student. Can you find the steps?"	-Give student a directional assistance for climbing out. -Tap rail to show where steps are. -Use both hands. -Encourage student to trail to the shower. Use audio guide if required.

Student 4	Swimming Plan	Date:
Learning Outcomes	1/ To increase student's engagement in activities. 2/ To develop student' independence from swimming aids. 3/ To develop buoyancy and use of hands and feet in the water.	
Student Info:	Student does have self-harming outbursts regularly, however in the water these do not occur. Student can become nervous when out of depth.	

Activity/Practice	Teaching Points
Intro: "Hello student shall we shower before we enter the water?"	-Encourage student to press shower button. -Walk student to the white chair. Reassure student as they are gently lowered into the water.
Warm-up: "Shall we have a walk around the swimming pool?"	-Allow student to move without help, guiding her away from danger when necessary. -Try to get student to follow your direction (splash/voice). Use the walking frame to help.
Main: "Student can you walk with partner around the pool, up and down, and from side to side?"	-Bring student into the middle of the pool then use visual (bright float) and audio (splashing/vocal instructions) to guide student in the desired direction. If student needs further help let them use woggles
"Student can we lay on our back and splash the water with our feet?"	Encourage student to walk back so that she gently lifts her feet up. Use woggles to help student stay horizontal and encourage her to splash her feet.
"Student can you lay on your front with a woggle(s) underneath?"	Student to feel at ease when on her front and splash her feet with a light kick. If student is supported on her front try encouraging student to scoop water towards them. Long splashy legs; Chin on water;
"Student can you clear the assault course?"	-Student has to clear objects in her path. -Under water bricks and floats. -Create a spread of objects, and of different shape.
"Student can we catch the train?"	-With woggle around student, let her feel like she is pulling someone along then reverse roles.
Crazy Minutes –Contrasting Activity	Spinning, jumping, skipping, collecting sunken objects, collecting floating objects, star jumps, blowing bubbles -Blow bubbles round student- use of woggle for tactile responsiveness.
Plenary: "Swimming is over student. Can you find the white chair and sit calmly?"	-Student will find the white chair and sit calmly whilst the chair is raised. - Student assisted/guided towards the shower.

Student 5	Swimming Plan	Date:
Learning Outcomes	1/ To increase student's movement in the water 2/ To take part in teacher led games. 3/ To reduce dependency on the side of the pool and table.	
Student Info:	Student has the capacity to be a strong swimmer; however a fear of being too far away from the side is preventing him from achieving his full potential.	

Activity/Practice	Teaching Points
Intro: Student shall we climb into the pool using the steps?	-Encourage Student to press shower button. -Allow student to find steps
Warm-up: Can we monkey walk along the shallow end? Can we wash our face in the water?	-Use hands and feet to pull self along the side of the pool (like a Monkey would). -To use watering can to get hair wet-Dancing in the water.
Main: Student, how big is the swimming pool?	- Student to walk around the side of the pool working out perimeters.
Student how long does it take to walk from one side of the Pool to the other?	-To look at moving ball in water with head.
Student how far can you walk into the centre of the Swimming Pool?	- Place table at increasing distances from the side of the pool.
Student, how many objects can you collect from the table and bring back to the side?	-To wear life pack and to move more regularly around the water.
Manic Minutes: What can Rio do in a minute without holding the side of the pool?	-Jumps; -Spins; -Twists;
Plenary: Assist student out of the water	-Talk with student and guide them to the steps