



# Water Sports Program

At Les Powell School, teachers program and report against the PDHPE syllabus outcomes for students accessing the water sports program; using the \*Personal Development, Health and Physical Education (PDHPE) K–6 Support Document for Students with Special Education, as a framework for the teaching and learning of our primary age students; the 7-10 PDHPE syllabus Life Skill outcomes for our Years 7-10 secondary aged students; and the Stage 6 Personal Development, Health and Physical Education Life Skill Course for our Years 11-12 secondary aged students.

\*K-6: [http://educationstandards.nsw.edu.au/wps/wcm/connect/46470eb1-0983-4b9d-aca3-be6d314b61a8/pdhpek6\\_support.pdf?MOD=AJPERES&CVID=](http://educationstandards.nsw.edu.au/wps/wcm/connect/46470eb1-0983-4b9d-aca3-be6d314b61a8/pdhpek6_support.pdf?MOD=AJPERES&CVID=)

\*7-10: <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10>

\*11-12: [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/pdf\\_doc/life-skills/pdhpe-st6-lifeskills-syl.pdf](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/life-skills/pdhpe-st6-lifeskills-syl.pdf)

At Les Powell School, we aim to deliver active learning experiences that are safe and enjoyable. It is essential that the safety of students, staff, and volunteers is ensured both within the pool building and in the water. To do this, staffs are required to familiarise themselves with the following guidelines and ensure all procedures are implemented and remain current.

## Pool Preparation

The school health and safety committee (with input from the school swimming coach), will annually conduct a risk assessment of the hydrotherapy pool area and consider all associated documentation templates and procedures, should updates be necessary. The following aspects will be considered as part of this process to ensure for ongoing sustained safety:

- the school pool emergency action and evacuation plan
- rescue and safety equipment
- Well-equipped first aid kits including an asthma emergency kit (containing a blue reliever puffer and EpiPen)
- signage (charts, plans, etc.)
- student and staff safety and wellbeing
- maintenance
- appropriate cleaning and infection controls
- pool specific equipment and storage facilities.

Also to be considered when risk assessing the pool environment is the:

- roles and responsibilities of staff

- emergency procedures including first aid
- student manual handling, specialist equipment and healthcare plan templates (review of individual student plans is the responsibility of class teachers)
- reporting and recording of incidence procedures
- communication strategies, general equipment, and furnishings
- scanning and surveillance roles.

Before a pool session commences, the pool coach or class teacher will:

- unlock the swimming pool
- turn on the heater / fan in the change room if required
- ensure that hoists, water chairs and any other specialist equipment is ready, according to the class manual handling, equipment and healthcare chart.

The swimming coach is responsible for the ongoing safe storage and management of equipment used in the pool. This equipment includes:

- the pool hoist
- water support equipment such as lifejackets, noodles, flippers, goggles, kick boards, swimming caps etc.
- emergency first aid equipment.

However, it is the responsibility of all staff to use all equipment, in and around the pool area with care. It is also the responsibility of all staff to report any damaged equipment or facility to the school's health and safety committee.

### **Student Preparation**

Students should be progressively introduced to the water and taught the skills needed for safe participation in the pool environment. To ensure that students have a safe and enjoyable experience, it is important that their skill levels and abilities are identified before they access any water activity. Identification of skill level should be done by the class teacher in consultation with the parent and may include input from an accredited swimming coach.

A signed water sports program consent form by the parent / caregiver should be gained at the student's enrolment. An additional signed form should be sought every new school year for each student.

Before a student can participate in the program, the following details must be identified, documented, and communicated to all staff that will be present at the water sports session with the student:

- individual manual handling strategies that describe the procedure to be administered for getting the student in/out and during pool activity
- identified specialist equipment and usage (students may not use the pool unless they have all the required equipment)
- healthcare and medical needs
- behaviour support / crisis management plans.

Details of each student's manual handling strategies, healthcare or behaviour needs should be displayed in the hydrotherapy pool area as part of the class manual handling, equipment and healthcare chart.

A class risk assessment should be completed every new school year and again each time any changes are presented. This may include new students coming into the class or significant changes to a student's health or manual handling needs.

### **Student and Staff Health and Wellbeing**

Students and staff with certain health conditions may pose a risk to themselves or others during water sessions. The following medical conditions preclude users from entering the water:

- skin conditions including all bacterial infections such as rashes, cold sores, tinea, impetigo, ringworm and infected skin conditions
- eye, ear and urinary infections (until course of antibiotics is completed)
- open infected wounds (unless occlusive dressing keeps area totally waterproofed)
- acute upper respiratory tract infections
- increased temperature (staff need to be notified by the parent /caregiver if the user has had an infection or raised temperature 48 hours prior to accessing the pool)
- diarrhoea and gastroenteritis (users to be excluded for a week after symptoms have settled)
- infectious diseases
- menstruation (if using a pad)
- hypertension and heart conditions (participants who have blood pressure or heart disorders, should seek doctor approval before entering the pool)
- students absent from school the previous day due to sickness
- following a major epileptic seizure – participants should not go in the pool for 24 hours

The following medical and specific conditions should be considered and complied with:

- diabetes - ensure that a source of sugar is readily available
- continence – all continent users should use the toilet prior to entering the pool
- incontinent users should be toileted prior to a water session
- grommets – users to be identified and medical advice sought prior to water sessions. Ear plugs to be supplied by parents/carers
- earrings, hearing aids, glasses, contact lenses and jewellery should be removed prior to entering the pool
- students who are tube fed or identified as nil by mouth - ensure that no water enters the mouth or nose

- pregnancy – all female staff undertaking water duties should be aware that research indicates that hydrotherapy pools above 35c will cause an increase in foetal temperature in the first 1-12 weeks of gestation.

The cupboard in the change room is equipped for emergency requirements only, including first aid equipment, spare gloves, wet ones, and plastic bags. Every class is responsible for taking their own toiletries and healthcare needs when using the pool.

Staff should follow each student's requirements in the manual handling, equipment and healthcare chart overview and always consider the privacy, comfort, and dignity of the students always during the changing in and out of swimming gear.

Staff should collect all required equipment from the classroom (e.g., swimming costumes, towels, nappies, pads, slings, Epipen, etc.) in the ready before starting out to transition to the pool area.

The class teacher is responsible for completing the class risk assessment. All participating staff and volunteers should be part of the risk assessment and corresponding management strategies should be documented as part of the class plan.

### **Student Supervision and Duty of Care**

The department and its staff have a duty to take reasonable care for the safety and welfare of themselves and others. This duty includes assessing and appropriately managing all foreseeable risks of an activity. Duty of care requires staff maintain vigilance throughout the water activity and to provide ongoing active supervision of students in the water. No student should be left in the water without an adult in proximity.

A teacher must always be responsible for the overall supervision of the group. Staff knowledge, training and staff to student ratio should be identified in the class risk assessment. At Les Powell School, the following must be considered by teachers when completing their class risk assessment:

- that the class teacher and SLSO to student ratio is maintained. Ratios should be consistent with the usual combined class factor of need (FON), that should not exceed an FON of 10 (IS=1.666; IO=1.111; PDC=1.428)
- that participating staff are familiar with the school's emergency and evacuation procedures for the pool area
- that participating staff are familiar with the class manual handling, equipment and healthcare chart procedures
- that all participating staff have completed their compliance training, including Child Protection
- that at least one participating staff in the pool area has current first aid and cardio-pulmonary resuscitation (CPR)
- that should the school swimming coach not be available, that another staff member with similar swimming experience and who has been endorsed by the principal, is present

- that when a student with epilepsy is participating, a staff member should be present who has read the students epilepsy management plan and is able to respond appropriately in the event of a seizure
- that an individual observer (spotter) be assigned to be 1:1 with a student who has epilepsy, when they are in the water. The spotter must be additional to the swimming coach and can be a school / parent volunteer. Should there be more than 1 student with epilepsy participating, and if there are not enough spotters available, students should be rotated to ensure the appropriate ratio is followed
- that students with epilepsy does not remain in the water more than 30 minutes at any one time, in consideration of the warmer water temperature.

If the numbers are low in one class, the class teacher may negotiate to take additional students from other classes, always adhering to recommended student / staff ratio and after consulting with their team leader. Arrangements should be made with another class to take non-swimming or unwell students into their class. Team leaders should be advised of agreed changes.

### **Leaving the Pool**

It is the responsibility of all staff to:

- ensure that the pool area and change rooms are tidy and all equipment is packed away
- ensure that all nappies are placed in the nappy bin
- hang floatation aids on the hooks provided for them
- ensure that water slings are hung to dry
- ensure hoists are plugged back on to charge
- turn off lights, heaters, fans, radio, etc.
- mop all wet areas
- close windows if opened, key lock all external doors and return keys to the office
- hydrate students and themselves after the session.

### **Closing of the Pool**

There may be cases when the pool will require to be closed due to unforeseen circumstances. These may include, but not limited to:

- overheating / under heating of the water – this will be determined at the start of the school day and all staff advised by page announcement or placed on the staff notice board
- broken glass in the pool due to vandalism - close down determined by the principal or executive
- **faecal matter:** The treatment required will depend upon the condition of the faecal matter introduced. Loose faecal matter requires greater treatment than firm stool. Procedures to be followed are -

1. clear everyone from the water
2. remove the stool using a scoop (kept in pool store room), always use gloves
3. coach will advise office/executive of pool closure
4. staff to be advised through paged announcement from the office staff
5. office to advise caretaker to initiate chemical treatment.

## **Emergency Evacuation, Lock-downs and Student Crisis Management**

**Significant misbehaviour by a student** that puts themselves, other students, and staff at risk: staff should make themselves familiar with a students' behaviour crisis management plan, so that they know the required response in the event of a significant behaviour outburst.

**A medical emergency:** a staff member with current training in CPR and emergency care (Memorandum 93/3142), should always be present during pool sessions.

In an emergency, staff will:

1. assess the situation
2. contact the principal/office to call for extra help or an ambulance if necessary and give details of the student's name and class, the problem and type of emergency service required
3. provide appropriate attention to the casualty and ensure that the other students remain supervised
4. ensure that all students are taken out of the water, are safe and remain supervised until help arrives.

**Evacuation / Lock-down Procedures:** all staff should make themselves familiar with the school's evacuation and lock-down procedures. The school's emergency and evacuation chart should be displayed and easily accessible by staff in the pool area.

## **Appendices**

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### **Appendix 1**

**Les Powell School: staff sign-off document**

### **Appendix 2**

**School Water Sports Program parent / caregiver feedback**

### **Appendix 3**

**Les Powell School water sports program parent consent form**

### **Appendix 4**

**Personal care, motor needs, behaviour plan, health care**

### **Appendix 5**

**Class risk assessment sample**

### **Appendix 6**

**Individual water sports plan**

## Appendix 1

### Les Powell School: Staff Sign-off Document

I am familiar with and understand our school's water sports program guidelines and procedures

I have been part of a risk assessment to support my role in the school's water sports program

I understand my role and responsibility in the delivery of the water sports program for students at Les Powell School

I am oriented with the class manual handling, equipment and healthcare chart for the class I will be working with

I know what I need to do in case of an emergency, an evacuation or lock down when in the pool area

I have been oriented in the use of the pool hoist and in the use of other equipment in the pool's change rooms

**Staff member's name** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



## Appendix 2

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### School water sports program parent / caregiver feedback

Prior to your child participating in the school's water sports program, please provide your feedback to assist staff to better meet your child's needs during their orientation to the program.

**Student name** \_\_\_\_\_

|  |     |    |
|--|-----|----|
| My child likes playing with water  | Yes | No |
| My child is happy to put his / her feet in the water   | Yes | No |
| My child is happy to put his / her face under the water  | Yes | No |
| My child is able to float in a pool independently  | Yes | No |
| My child has used a floating device to help them in the pool   | Yes | No |
| My child likes to sit in a warm bath   | Yes | No |
| My child is unable to swim (non-swimmer)   | Yes | No |
| My child is comfortable and confident in shallow water but cannot swim very well (weak swimmer)      | Yes | No |
| My child is a reasonable swimmer but is not very strong or confident in deep water (average swimmer) | Yes | No |
| My child is a strong swimmer and is very confident in deep water (strong swimmer)                    | Yes | No |

Is there anything you would like your child's teachers to know that may be helpful when taking your child to the school's pool? \_\_\_\_\_  
\_\_\_\_\_

If you have used floating devices, please identify type: \_\_\_\_\_  
\_\_\_\_\_

Parent/caregiver's name \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 3

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### Les Powell School Water Sports Program Parent Consent Form

Dear parents / caregivers

As part of the Les Powell School's Personal Development, Health and Physical Education (PDHPE) water sports program, your son / daughter will be using the school pool every week.

To use the pool, students will need to have:

- swim bag labelled with name
- 2 towels labelled with name
- 2 plastic bags
- robe
- beanies for Winter
- swimmers -
  - ✓ speedos / board-short / swim-shirt for boys OR
  - ✓ one-piece swimsuit / swim-shirt for girls OR
  - ✓ for incontinent students: water-proof re-usable swim pants / Huggies and tight-fitting lycra bike pants / swim-shirt and optional board shorts

(Please tear off and return to your class teacher as soon as possible)



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### Water Sports Program Parent Consent Form

Student name: \_\_\_\_\_ Class: \_\_\_\_\_

My child is permitted to go in the water

Yes  No

My child is permitted to go in the water for additional sessions if they become available.  
(Notification by the class teacher will be through the student's communication book)


Yes  No

I am able to assist as a volunteer in the pool

Yes  No

Parent name: \_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**Appendix 4  
Personal care**

| <br><b>Type Student Name, Type in Class</b><br><b>Personal care for 2023</b> |  |                          |  |
|---|--|--------------------------|--|
| Specific Area   | Level of capacity  | How to                   | Parent responsibility  |
| <b>Hygiene</b>  | Choose an item.  | <input type="checkbox"/> | <input type="checkbox"/> Provide menstrual pads<br><input type="checkbox"/> Provide change of underwear<br><input type="checkbox"/> Other e.g., brush, toothbrush      |
| <b>Toileting</b>  | Choose an item.  | <input type="checkbox"/> | <input type="checkbox"/> Provide change of clothes<br><input type="checkbox"/> Provide change of underwear<br><input type="checkbox"/> Provide nappies/pull-ups        |
| <b>Dressing</b>   | Choose an item.  | <input type="checkbox"/> | <input type="checkbox"/> Provide change of clothes<br><input type="checkbox"/> Provide appropriate swimsuit for Water Sports<br><input type="checkbox"/> Provide towel |
| <b>Sun Safety</b>   | To wear a hat when outside, sunscreen applied as needed. |                          | Parent to send in sunscreen and a hat  |



## Type Student Name, Type in Class Motor needs for 2023

| Function                           | Support         | Therapist recommended strategies/management | Parent responsibility   |
|------------------------------------|-----------------|---|---|
| <b>Transitions / positioning</b>   | Choose an item. | Click or tap here to enter text.            | <input type="checkbox"/> Ensure wheelchair is in good working condition.<br><input type="checkbox"/> Ensure wheelchair is the correct size for the student.   |
| <b>Postural (gross motor) need</b> | Choose an item. | Click or tap here to enter text.            | <input type="checkbox"/> If equipment was purchased through NDIS, to ensure it remains in good working condition and correct size for student.<br><input type="checkbox"/> Collaborate with school to ensure therapists are available to train staff as required. |
| <b>Hand motor</b>                  | Choose an item. | Click or tap here to enter text.            | <input type="checkbox"/> If equipment was purchased through NDIS, to ensure it remains in good working condition and correct size for student.<br><input type="checkbox"/> Collaborate with school to ensure therapists are available to train staff as required. |



## Type Student Name, Type in Class

### Health care plan for 2023

|  |  |                 |                       |
|--|--|-----------------|-----------------------|
|  | <b>Parent/carer name &amp; mobile</b>  |                 |                       |
|  | <b>Sign dated by parent</b>            | [ ]             |                       |
|  | <b>Dr contact details</b>              |                 |                       |
|  | <b>Sign dated by Doctor</b>            | [ ]             |                       |
|  | <b>Other contact name &amp; mobile</b> |                 |                       |
| <b>Health care concern</b>   | <b>Triggers</b>                        | <b>Symptoms</b> |                       |
| Anaphylaxis  | [ ]                                    | [ ]             |                       |
| Asthma   | [ ]                                    | [ ]             |                       |
| Asthma   | [ ]                                    | [ ]             |                       |
| <b>Action required</b><br>(Transfer actions related to eating/dietary or toileting/hygiene directly to relevant pages following) |  |                 | <b>Responsibility</b> |
| [ ]  |  |                 | [ ]                   |
| <b>Medication administered during school hours</b>   | <b>Name of medication</b>              | <b>Storage</b>  |                       |
| [ ]  | [ ]                                    | [ ]             |                       |

The individual health care plan has been developed as part of the student's PLASP in consultation with those indicated and with the knowledge and agreement of the student's parents/caregivers. A current copy has been shared with all relevant staff at school.



# Type Student Name, Type in Class Behaviour Plan for 2023

| STAKEHOLDERS             | SIGN DATED | LIKES / DISLIKES          | SIGNS OF BEING UNSETTLED |
|--------------------------|------------|---------------------------|--------------------------|
| Parent/Carer: [redacted] | 31/08/2022 | Likes:<br>Dislikes: Noise | [redacted]               |
| Case manager: [redacted] | 31/08/2022 |                           |                          |
| Teacher: [redacted]      | 31/08/2022 |                           |                          |
| Team Leader: [redacted]  | 31/08/2022 |                           |                          |
| Principal: [redacted]    | 31/08/2022 |                           |                          |

PREVENTATIVE STRATEGIES TO BE IN PLACE AT ALL TIMES

| WHERE / WHEN    | SEE THIS   | DO THIS / SAY THIS in a calm manner without raising voice. | AVOID THIS |
|-----------------|------------|--|------------|
| Choose an item: | [redacted] | DO: [redacted]<br>SAY: "[redacted]"                        | [redacted] |
|                 | [redacted] | DO: [redacted]<br>SAY: "[redacted]"                        | [redacted] |
|                 | [redacted] | DO: [redacted]<br>SAY: "[redacted]"                        | [redacted] |
| Choose an item: | [redacted] | DO: [redacted]<br>SAY: "[redacted]"                        | [redacted] |

## Appendix 5

### Risk assessment sample

Plan must be made available by the class teacher to all staff involved in the session

## Water Sports Risk Assessment and Management Plan

|        |                                 |            |   |
|--------|---------------------------------|------------|---|
| Class: | <input type="text" value="6J"/> | Timetable: | <input type="text" value="Wednesday 11:30-12:30"/>      |
| Staff: | Teacher:<br>SLSO:               | Students:  | <input style="width: 100%; height: 40px;" type="text"/> |

| Situation   | Anticipate   | Find out   | Eliminate or control | Talk others  | You                  |  |  |
|---|--|--|----------------------|--|----------------------|--|--|
| List the details of the activity, event or task                   | What could go wrong?   | What current controls are in place?  | Risk rating          | What else can be done to control this risk?  | Residual risk rating | Controls to be actioned by who?        | When do you need to review the control?                              |
| Transitions: To/ from the school pool through the staff car park. | Cars entering and exiting car park.  | Teacher leads the group and SLSO to follow at the back.<br>Class to stay as a group, student following instructions.     | 5                    | <b>Staff providing 1:1 support</b><br>Alex to support <u>Sandy</u><br>Shabana to support <u>Juliaza</u><br>Raquel to support <u>Amsi</u><br>Shreya, <u>Mina</u> and Ashton will walk in proximity of supervising staff.<br><br>Staff to have completed compliance training in First Aid and CPR.<br>Emergency plans communicated for dealing with potential incidents. | 6                    | Class teacher and SLSO                 | Transitioning from/to classroom 6J to/from the school swimming pool. |
| Transitions: Entry / exit from change rooms and                   | <ul style="list-style-type: none"> <li>• Slipping due to wet floor</li> <li>• Student privacy</li> </ul> | Ashton and Amsi to change in the change room 1 (next to pool glass doors), supervised and supported by Alex and Shabana. | 4                    | Non-slip mats are now in each change room.   | 6                    | Class teacher, swimming coach and SLSO | During changing times.   |

## Water Sports Risk Assessment and Management Plan

| Situation                                       | Anticipate                      | Find out  | Eliminate or control | Talk others  | You                  |                                 |   |
|---|---------------------------------|---|----------------------|--|----------------------|---------------------------------|---|
| List the details of the activity, event or task | What could go wrong?            | What current controls are in place?   | Risk rating          | What else can be done to control this risk?  | Residual risk rating | Controls to be actioned by who? | When do you need to review the control?   |
| entering water.                                 | Lost clothing                   | <u>Juliaza</u> , <u>Mina</u> and <u>Shreya</u> to change in the change room 3, supervised by <u>Raquel</u> .<br><br><u>Ashton</u> , <u>Amsi</u> , <u>Mina</u> and <u>Shreya</u> to follow <u>Tania</u> when she is ready to commence session in the water.  | 4                    | All staff aware and use safe lifting procedures.<br>Safe lifting procedures to be followed | 6                    | Class teacher, swimming         | During water safety session in the water. |
| During water safety session in the water.       | Healthcare: epilepsy, seizures. | Two-person transition provided for <u>Juliaza</u> . <u>Raquel</u> / <u>Shabana</u> to walk from change room to pool and vice versa.<br>Alex to walk <u>Amsi</u> to pool and vice versa.<br>Ashton, <u>Mina</u> and <u>Shreya</u> are independent.<br>All students to enter the water via the pool ramp. They will enter in line, one after the other once <u>Tania</u> is in the water. | 4                    | Ashton and <u>Juliaza's</u> healthcare plan procedures followed.                           | 6                    | Class teacher, swimming         | During water safety session in the water. |

## Water Sports Risk Assessment and Management Plan



| Situation                                       | Anticipate  | Find out   | Risk rating | Eliminate or control  | Residual risk rating | Talk others                            | You                                     |
|---|---|--|-------------|---|----------------------|--|---|
| List the details of the activity, event or task | What could go wrong?  | What current controls are in place?  |             | What else can be done to control this risk?   |                      | Controls to be actioned by who?        | When do you need to review the control? |
|   |   | <ul style="list-style-type: none"> <li>spotter retrieves the floating board.</li> <li>Swim coach and teacher to maneuver student onto the board and slide them out to the side of the pool.</li> </ul> <p>Staff to follow healthcare plan procedures.</p>  |             | Floatation devices placed in an easy access by the swim coach before the session commences.                     |                      | coach and SLSO                         |   |
| School swimming pool.                           | <p>Student / staff health &amp; safety:</p> <ul style="list-style-type: none"> <li>safety equipment</li> </ul><br><ul style="list-style-type: none"> <li>broken pool drains around the <u>pool</u></li> <li>broken or uncovered pool <u>vent</u></li> </ul> | <p>Floatation devices placed in an easy access by the swim coach before the session commences.</p> <p>Ashton and <u>Juliza</u> will have floatation on before entering the water.</p> <p>Kick board and Noodle used by Ashton Mina and Shreya.</p> <p>Novelty floaties: Students use these toys after they had their lesson as part of their free time.</p> <p>Communication from swim coach of these issues to staff before session.</p> <p>Swim coach to advice office.</p> <p>All to avoid area when entering and exiting to water.</p> | 4           | <p>All plans and equipment list are in plain sight.</p> <p>All staff know their roles and responsibilities.</p> | 6                    | Class teacher, swimming coach and SLSO | Before entering the pool                |

## Water Sports Risk Assessment and Management Plan




| Situation                                       | Anticipate   | Find out  | Risk rating | Eliminate or control  | Residual risk rating | Talk others                            | You                                     |
|---|--|---|-------------|---|----------------------|--|---|
| List the details of the activity, event or task | What could go wrong?   | What current controls are in place?   |             | What else can be done to control this risk?                   |                      | Controls to be actioned by who?        | When do you need to review the control? |
|   | <ul style="list-style-type: none"> <li><u>faecal</u> matter found in the <u>water</u></li> </ul> | <p>All avoid broken or uncovered pool vent during session.</p> <p>Clear everyone from the water.</p> <p>Using gloves remove the stool using a scoop (kept in pool storeroom).</p> <p>Coach to advise office/executive of pool closure.</p> <p>WATER SESSION CEASES.</p> |             |   |                      |  |   |
| School swimming pool                            | Student behaviour: Non-compliance, running, bombing, etc.  | <p>PBL visuals will be used throughout the lesson to encourage students to participate in all activities in a safe manner.</p> <p>All students briefed on safe behaviour expectations.</p> <p>Staff briefed on individual student behaviours.</p>                       | 5           | Use PBL visuals to reinforce positive behaviour.              | 6                    | Class teacher, swimming coach and SLSO | Before entering the pool                |
| School swimming pool                            | Swimming Instructor  | No swimming without Tania.  | 5           | Competent swimming coach is required to run swimming session. | 5                    | Principal approved.                    | Before water sports                     |

Relevant information attached: Yes  No  NA

You should report, monitor and review:



## Appendix 6

|  <b>Type Student Name, Type in Class</b><br><b>Water sports plan, 2023</b> |   |   |
|---|---|---|
| Considerations  | <input type="checkbox"/> Duration of session i.e., seizures – attached health care plan and provide a 'spotter' to monitor seizure activity. Student must wear a full life jacket.<br><input type="checkbox"/> PEG is used- attach health care plan<br><input type="checkbox"/> Nil via mouth.<br><input type="checkbox"/> Assisted walking – attach physical management plan.<br><input type="checkbox"/> Keep change room door always locked<br><input type="checkbox"/> Change in change room nearest pool.<br><input type="checkbox"/> Change in change room with pool hoist.<br><input type="checkbox"/> Showers after swimming session on pool deck instead of change room.<br><input type="checkbox"/> Student has ointment applied before/after swimming session.<br><input type="checkbox"/> Is requires to be changed immediately after taken out of water as they are sensitive to temperature change. | <b>Skills already learned</b>   |
| Transitions   | Choose method   | <input type="checkbox"/> Get in and out of the water safely independently, via ramp/stairs/side of pool.<br><input type="checkbox"/> Get in and out of the water safely supported, via ramp/stairs/side of pool.<br><input type="checkbox"/> Tolerates floatation aids (arm floaties, noodles, ring noodles).<br><input type="checkbox"/> Attempts to use floatation aids to support skill development.           |
| Equipment   | Choose equipment, Choose equipment, Choose equipment  | <input type="checkbox"/> Tolerates floating with physical support (front/back/upright).<br><input type="checkbox"/> Relaxes body while in the water.  |
| Support   | Choose an item  | <input type="checkbox"/> Tolerates water over their head.<br><input type="checkbox"/> Sea weeding through water with support.<br><input type="checkbox"/> Standing in the water.<br><input type="checkbox"/> Wading across the pool.<br><input type="checkbox"/> Blow bubbles with nose above water.<br><input type="checkbox"/> Put face under the water.<br><input type="checkbox"/> Blows bubbles under water. |
| To action   |   | <input type="checkbox"/> Front glide with chin in the water.<br><input type="checkbox"/> Back glide with ears in the water.<br><input type="checkbox"/> Float on back and kick with assistance.<br><input type="checkbox"/> Back skull using a noodle (under arm).<br><input type="checkbox"/> Push off side of pool front/back (with or without support i.e., noodle or kickboard).                              |