

# SWIMMER ID TOOLKIT



# British Para-Swimming ID Toolkit

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## Group A:

Swimmers with significant impairment to 3 or more limbs, including high spinal injuries

- Ability to maintain an increased but effective stroke rate for up to 50m
- Ability to hold stroke/kick technique throughout changes of speed
- Clear ability to hold flat but efficient body position throughout stroke
- Ability to control clear changes of speed
- Ability to maintain body line and stroke rate maximising lower limb buoyancy\*
- Ability to maintain efficient body position and kick rate\*
- Ability to change direction off the wall

## Group B:

Swimmers with significant impairment to 2 limbs, including dwarfism

- Awareness of tactical elements of their events
- Clear "feel for the water" creating optimal propulsion
- Ability to control multiple changes of speed
- Shows strong control and balance of body movement throughout stroke
- Ability to maintain an efficient and rhythmic kick throughout stroke\*
- Ability to maintain stroke rate and rhythm\*
- Coordination of stroke, kick and breathing\*
- Ability to perform turn effectively off the wall

## Group C:

Swimmers with significant impairment to 1 limb

- Awareness of tactical elements of their events
- Ability to control and maintain pacing relevant to events and distance
- Ability to control multiple changes of speed
- Ability to maintain stroke technique through changes of speed
- Maintain a consistent and rhythmic kick\*
- Ability to coordinate stroke, kick and breathing efficiently
- Ability to maintain stroke rate and rhythm\*
- Shows correct technique in non-affected limbs
- Should be training and competing with non-disabled peers

## Group D:

Swimmers who are blind or have a visual impairment

- Awareness of tactical elements of their events
- Good awareness of direction (blind)\*
- Efficient coordination of kick and stroke
- Showing technical ability that matching same age Group competitive swimmers

Swimmers with Intellectual Impairments

- Technical ability matching same age group competitive non-disabled swimmers
- Training the same hours as non-disabled peers in same age group
- MAY require more time and repetition to achieve required outcomes

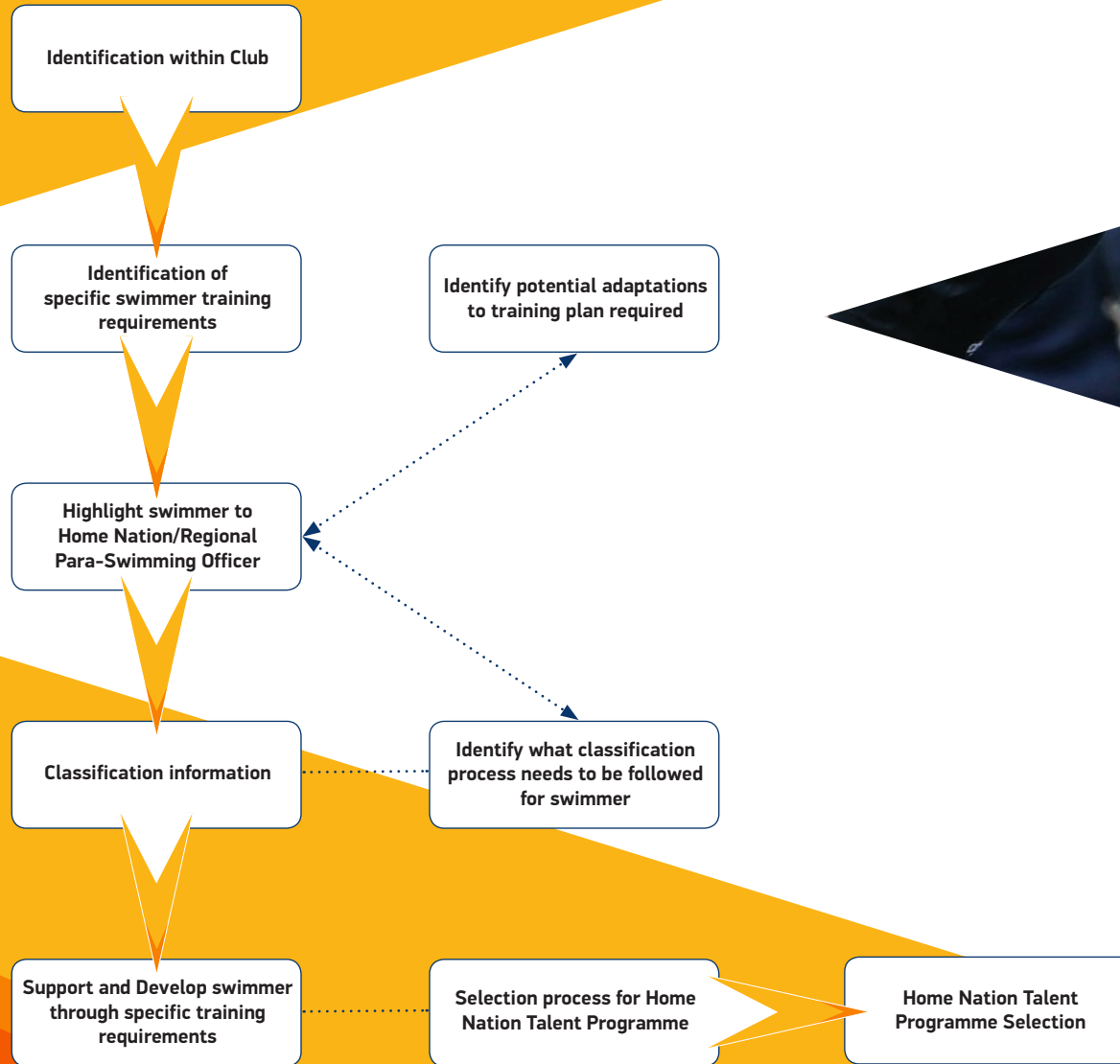
\*dependant on dominant action

### Common requirements and considerations for Swimmers and Coaches:

- Desire to learn, improve and compete
- Ability to adapt to training requirements
- Commitment to training
- Clear ability to control various changes of swimming speed effectively
- Each Swimmer is individual
- Integrating a swimmer is about adapting your sessions to them, not adapting them to your sessions
- Focus on the abilities of swimmers and work on improving the challenges created by their impairment
- Once their abilities have been identified, then identify any possible adaptations that MAY be needed
- There is a difference between ABILITY and SPEED



# British Para-Swimming ID Toolkit - Club



## Home Nation Officer Contacts:

England: [paraswimming@swimming.org](mailto:paraswimming@swimming.org) | Scotland: [paraswimming@scottishswimming.com](mailto:paraswimming@scottishswimming.com) | Wales: [swimwales-paraswimming@swimming.org](mailto:swimwales-paraswimming@swimming.org)

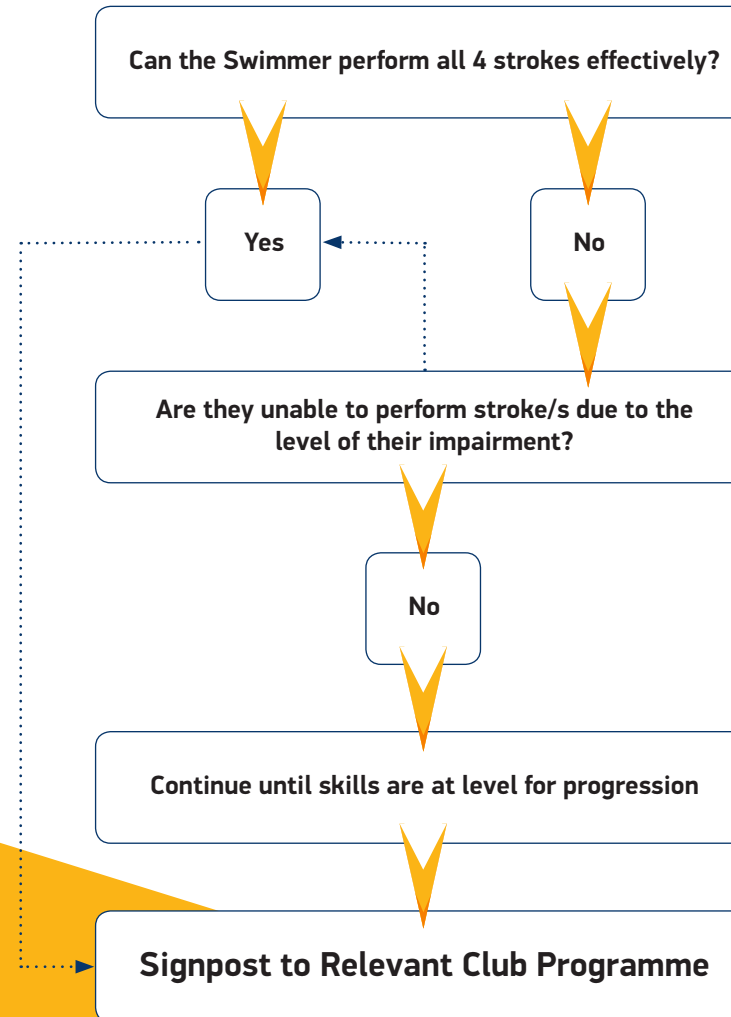


## Group A:

**Swimmers whose impairment affects 3 or more limb and high spinal injuries (Swimmers will likely be wheelchair users)**

This may include swimmers with the following conditions such as:

- Amputations/Limb Dysmelia
- Cerebral Palsy
- Spinal Injuries (Including Spina Bifida)
- Arthrogryposis



# British Para-Swimming ID Toolkit

## Teaching Tips:

- Don't assume all swimmers require a hoist to enter the water. Ask them how they would prefer to enter the water. However, be prepared and have a hoist in position
- Don't assume the participant needs support in the water, even if they say they do
- Ask the swimmer and/or parent of any relevant medical information (i.e. heat loss, dehydration etc)
- Focus on the swimmers ability and not their disability
- Every swimmer and their condition is different. Don't be afraid to change activities for a swimmer with a disability to achieve the required outcome (e.g. shortening distance for activities, changing kick for sculling etc.)
- Find out what the swimmer is able to do by talking to the Swimmer and /or Parent beforehand
- Establish what actions the swimmer has yet to learn
- Establish any imbalances that can be addressed (e.g. balance, stability etc.)
- Establish whether the swimmer finds these actions challenging due to the nature of their condition. Don't neglect skills that the swimmer may find challenging
- Establish water stability and balance to begin with. This will give the swimmer a base to build from
- Communicate and work with the swimmer to identify ways to achieve best technique
- Incorporate appropriate periods of rest if required

## Example Adaptations

*Please note: These are example adaptations, each activity should be adapted according to the requirements of the swimmer.*

Activity/Action	Example adaptations (depending upon impairment)
Kick Activities	Kick action for time rather than distance or Replace kick with sculling
Stroke/Pull activities	Focus on balance through strokes  Change actions to match stroke requirements
Push and Glide/Streamlining	Breaststroke action and hold streamline (distance using X strokes/kicks)
Tumble Turn/Somersault Action	Ask swimmers show horizontal rotation action rather than vertical
Breaststroke action	Allow for 2 (or more) strokes per breath for swimmers with lower limb impairments
Specified distance swims	Change distance to time

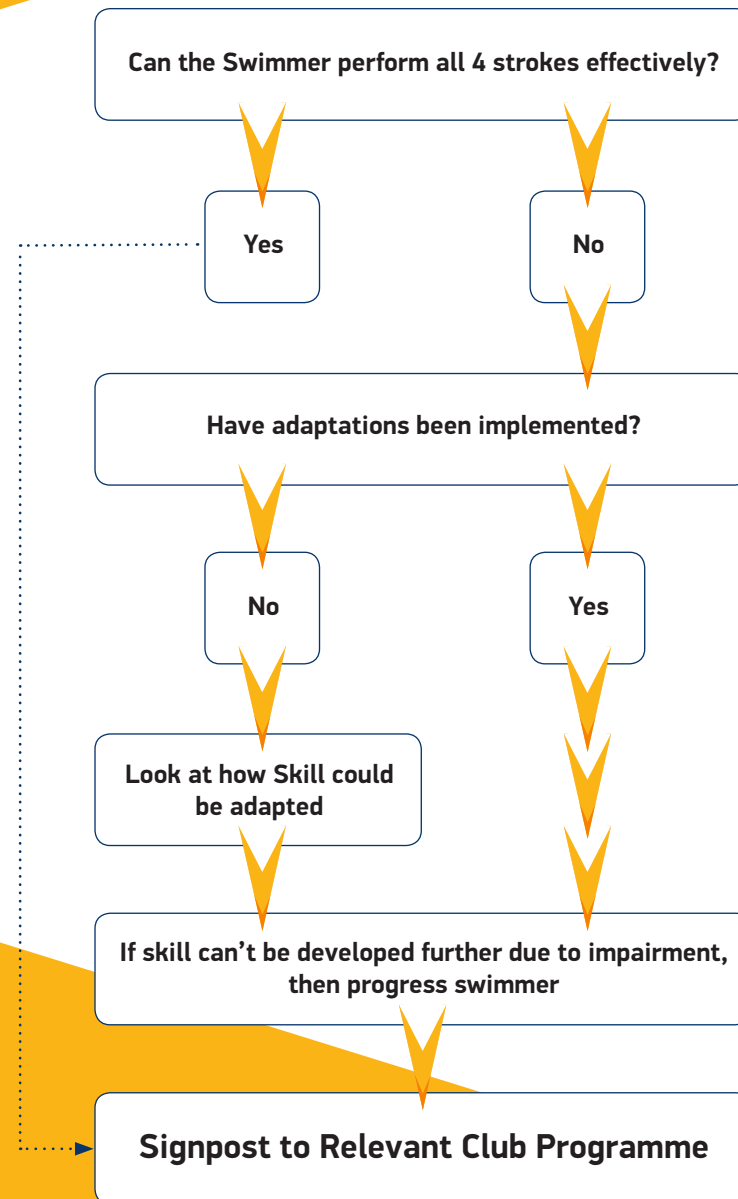


## Group B:

Swimmers whose impairment affects 2 limbs and Dwarfism

This may include swimmers with the following conditions such as:

- Amputations/Limb Dysmelia
- Cerebral Palsy
- Dwarfism
- Muscular Dystrophy
- Multiple Sclerosis



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## Teaching Tips:

- Don't assume all swimmers require a hoist to enter the water. Ask them how they would prefer to enter the water
- Don't assume that the participant needs support in the water, even if they say they do
- Ask the swimmer and/or parent about any relevant medical information
- Focus on the swimmers ability and not their disability
- Every swimmer and their condition is different. Don't be afraid to change activities for a swimmer with a disability to achieve the required outcome
- Establish what actions the swimmer has yet to learn
- Establish any imbalances that can be addressed (e.g. balance, stability etc.)
- Establish whether the swimmer finds these actions challenging due to the nature of their condition. Don't neglect skills that the swimmer may find challenging
- Adapt activities for individuals IF required
- Communicate and work with the swimmer to identify ways to achieve best technique
- Incorporate appropriate periods of rest if required

## Example Adaptations

*Please note: These are example adaptations, each activity should be adapted according to the requirements of the swimmer.*

Activity/Action	Example adaptations (depending upon impairment)
Kick Activities	Replace kick with sculling or introduce shorter periods of kick
Stroke/Pull Activities	Focus on balance through strokes Change actions to match stroke requirements
"Follow FINA Stroke Rules"	Get as close as possible
Breaststroke Action	Allow for 2 (or more) strokes per breath for swimmers with lower limb impairments Allow for leg drag rather than kick if legs are unable to move out of centre line
Sculling Activities	Allow for wider action to help with catch and balance Scull for time rather than distance
Treading Water	Use arms for action for swimmers with lower limb impairments and decrease time required

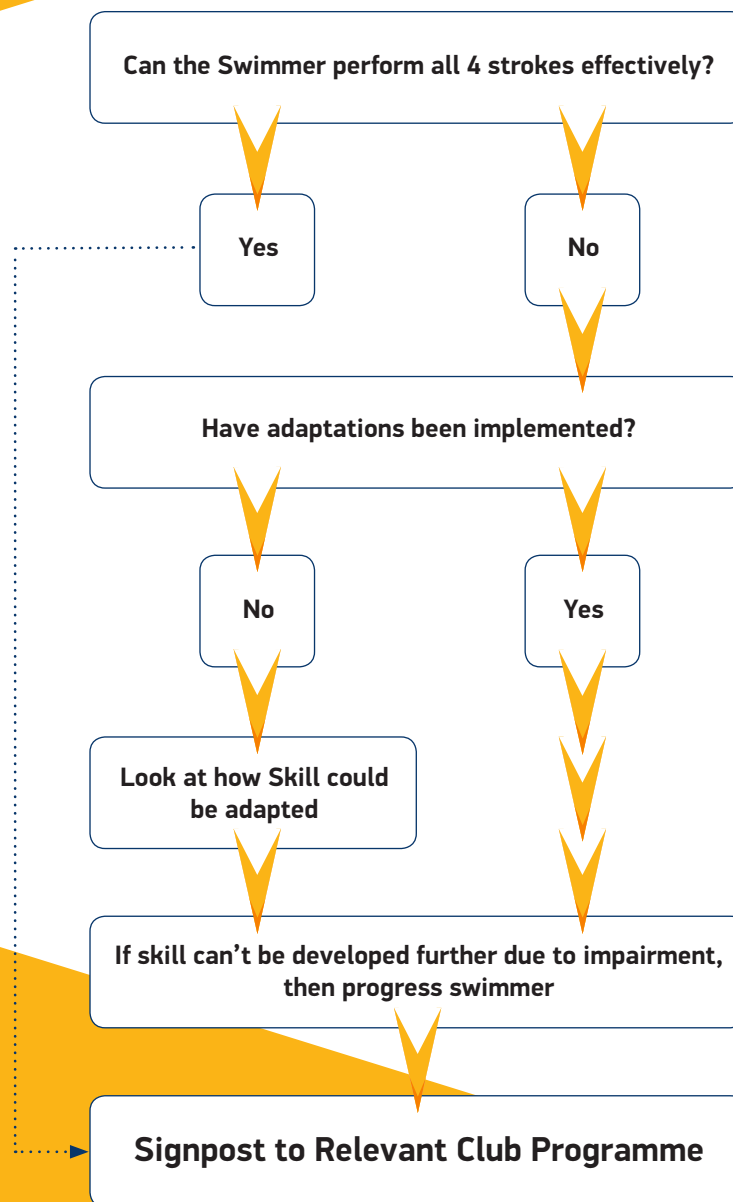


## Group C:

### Swimmers whose impairment affects 1 limb

This may include swimmers with the following conditions such as:

- Amputations/Limb Dysmelia
- Cerebral Palsy
- Erbs Palsy
- Club Foot





# British Para-Swimming ID Toolkit

## Teaching Tips:

- Every swimmer and their condition is different. Don't be afraid to change activities for a swimmer with a disability to achieve the required outcome
- Focus on the swimmers ability and not their disability
- Establish whether the swimmer finds action challenging due to nature of condition
- Establish whether the swimmer is unable to perform due to action not being learnt
- Establish any imbalances that can be addressed (e.g. balance, stability etc.)
- Adapt activities for individuals IF required
- Don't neglect skills that the swimmer may find challenging
- Incorporate appropriate periods of rest if required

## Example Adaptations

*Please note: These are example adaptations, each activity should be adapted according to the requirements of the swimmer.*

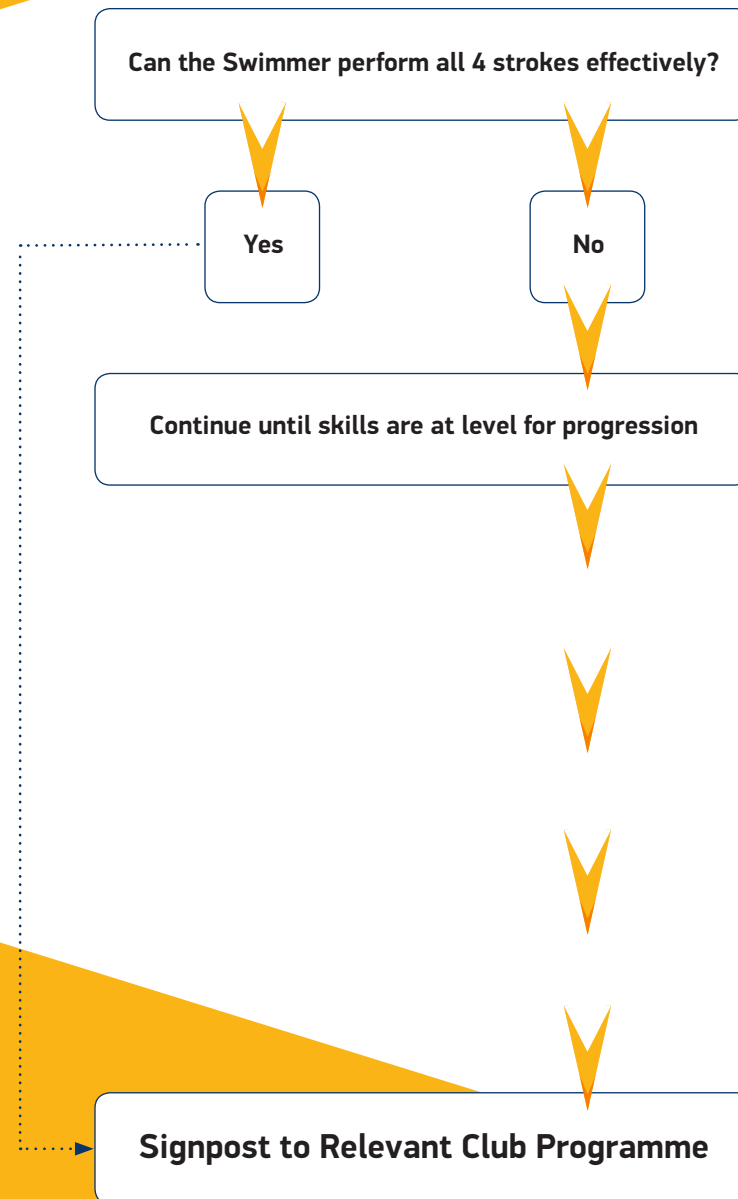
Activity/Action	Example adaptations (depending upon impairment)
Butterfly/Frontcrawl/ Backstroke Stroke Action (Swimmer with single arm impairment)	Use of single arm stroke rather than double arm if swimmer is unable to carry out sufficient range of motion
Distance Kick activity (Swimmer with lower limb impairment)	Change distance to time, ask swimmer to kick for 30 secs and then demonstrate correct stroke for remaining distance
Underwater kick to distance (Swimmer with lower limb impairment)	Alter distance to allow or ask swimmer to perform x number of kicks rather than achieve distance
Continuous Breaststroke kick	Allow swimmer to perform a stroke after X number of kicks to maintain momentum and balance



## Group D:

### Swimmers who:

- Are blind or have a Visual Impairment (Impairment should be in both eyes)
- Have an Intellectual Impairment (IQ under 75)



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## Teaching Tips:

### Swimmers with a visual impairment:

- Don't assume that all people with a visual impairment can't see anything
  - Ask the swimmer and/or parent what range of vision they have and where they require support
- Let the swimmer know you are there by speaking to them
- Help the swimmer become familiar with the pool area, i.e. where the shallow/deep end is, position of the steps to and from the pool
- Use clear communication and vary the tone of your voice
- Ensure the pool is well lit
- Ensure instructions are descriptive, clear and easy for the swimmer to understand
- If required, take the swimmer manually through the movement in order for them to feel the action
- Ask the swimmer to count the number of stroke they perform for a length/width, so they are aware when the end of the pool is coming
- Have someone at the end of the pool to gently tap the swimmer on the head/shoulder when they are approaching the wall e.g. using a woggle or float
- If required, have a sighted guide to swim beside the swimmer where appropriate

### Swimmers with an intellectual impairment:

- Ask the swimmer and/or parent of any support required or additional relevant information
- Ensure instructions are clear, simple and easy for the swimmer to understand
- Ensure that instructions are repeated and reinforced to swimmers frequently
- If required, ask the swimmer to repeat instruction to ensure they understand
- Use visual demonstrations as well as verbal instructions to help reinforce instructions

## Example Adaptations

Please note: These are example adaptations, each activity should be adapted according to the requirements of the swimmer.

Activity/Action	Example adaptations (depending upon impairment)
Instruction	Simple, descriptive, in bitesize chunks and frequent repetition
Distance activities (Swimmers with Intellectual Impairments)	Change distance to number of lengths (i.e. 25m = 1 Length)
Stroke activities (Swimmers with visual impairments)	Get swimmer to count the number of strokes it takes for them to cover required distance (i.e. 1 length). This will help them to build confidence
Distance activities (Swimmers with Visual Impairments)	Stand at the point where swimmers will finish and instruct. This will give the swimmer an indication
Progression	Break strokes down to simplify practices

