



NEWBOLD LEGACY TRUST
Enriching and Improving Lives

SwimABLE Scotland –
End of Grant Report
2024/25 (Forres ASG)

Submitted to the Newbold Legacy Trust

Published by Glyn Morris, Friendly Access



Grant Summary

Newbold Legacy Trust funding enabled SwimABLE Scotland to deliver **three weekly inclusive swimming sessions** throughout the 2024/25 academic year for children and young people with additional support needs (ASN) across the Forres ASG. The grant supported staffing, pool hire, equipment, specialist training, and volunteer development.

During this grant period:

- **44 children fully participated**
- **6 children were on the waiting list at some point**
- **7 schools + home-educated learners** took part
- A comprehensive **Interim Impact Report** (Aug 2024–March 2025) was produced and presented to the Trust, documenting mid-year outcomes, participation levels, and questionnaire data.

The Newbold Legacy Trust’s support allowed SwimABLE to continue delivering high-quality, inclusive aquatic learning in a region with no comparable provision.

Milestones

Milestone	Status	Notes
Deliver 3 weekly inclusive swim sessions	✓ Achieved	Consistent delivery throughout term-time.
Increase volunteer & coach capacity	✓ Achieved	More volunteers enabling more 1:1 support.
Maintain high attendance and track participation	✓ Achieved	Detailed in both interim and final data.
Produce Interim Impact Report	✓ Achieved	Submitted March 2025. NEWBOLD REPORT 2025
Begin STA Tutor training pathway	✗ Delayed	External provider delay; now expected 2026.
Reduce waiting list	✓ Achieved	High demand maintained, waiting list at 11 previous on year to 6 at end of current year.

Financial Statements

To be submitted separately.

Project Activities Delivered

Across the 2024/25 academic year, SwimABLE delivered:

- **99 inclusive swimming sessions** (3 per week during term time)
- **Individualised support** for children with complex needs
- **Ongoing coach and volunteer support**, including mentoring and role shadowing
- **Referral and triage**, ensuring the appropriate class/support meets the needs of the child
- **Parent/carer consultation** throughout the year
- **School partnership coordination** (PSAs, teachers, ASN leads)
- **Engagement with national partners**, contributing to the developing national case study on inclusive aquatics
- **Production and submission of an Interim Impact Report** with quantitative and qualitative results (questionnaires, attendance charts, engagement data)

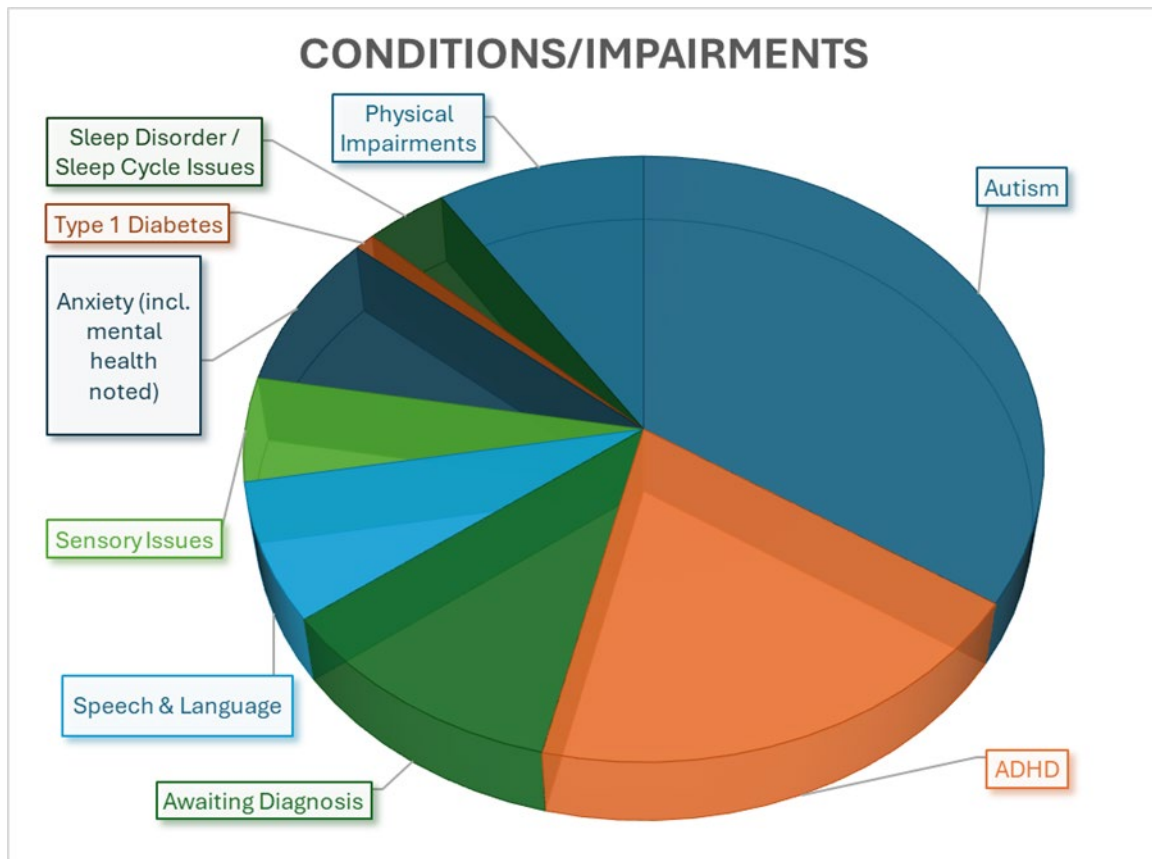
Results and Impact

Participation

- 44 children engaged
- 6 on waiting list
- 7 schools represented (Applegrove, Anderson's, Dallas, Dyke, Forres Academy, Kinloss, Pilmuir) + home-educated learners

Needs Profile (Current Attendees)

- **Autism (37)**
- **ADHD and attention difficulties (21)**
- **Speech, language, and communication needs (8)**
- **Awaiting diagnosis (12)**
- **Sensory issues (6)**
- **Anxiety (9)**
- **Type 1 Diabetes (1)**
- **Sleep disorder (4)**
- **Physical / mobility impairments (10)**



Key Outcomes

From session observations, parent/carer comments, and mid-year questionnaire results (pages 6–25 of interim report):

- 100% of children felt happy and safe in sessions (Interim Report: p.10).
- Improved water confidence: 100% of respondents (Primary and Secondary questionnaires).
- Increased strength, coordination, and emotional regulation.
- Families reported significant improvements in behaviour, routine, confidence and mood (Interim Report: pages 12–13, 21–23).

Lessons Learned

- **Early-year staff illness (noted in interim report)** emphasised the need for instructor resilience and cross-cover.
- Waiting list reduction requires **additional capacity**, not just process improvement.
- **Volunteer continuity** significantly improves outcomes; consistent adults reduce anxiety and increase engagement.
- STA Tutor delays showed the importance of having **multiple training routes**.
- Data collection for the interim report strengthened the quality of final reporting.

Future Plans & Sustainability

2025/26 priorities:

- Continue delivery of **3 weekly inclusive sessions**
- Expand volunteer team to meet rising complexity
- Complete STA Tutor qualification → **in-house instructor training** (cost saving + sustainability)
- Support participant transitions into mainstream clubs
- Strengthen national inclusive swim case study
- Secure additional funding to expand capacity and reduce waiting list

Additional Reflections (a–j)

- a. *Have we gathered enough data to tell our story both quantitatively and qualitatively?*
Yes, the programme gathered sufficient quantitative and qualitative data.
- b. *Is there a client-success or services-success story we could include that shows the direct impact of funding?*
Success story example inserted below showing a message received from the parent of a child who attended SwimABLE sessions, enjoying a family summer holiday.



- c. *What did we learn from this year and using these funds?*
We learned the importance of sustaining volunteer capacity and training.

- d. *What might we do differently going forward?*
We aim to streamline referral pathways and expand volunteer and coach recruitment.
- e. *What outcomes were not achieved (if any) and why?*
STA Tutor qualification was not fully achieved.
- f. *What unintended outcomes were achieved – both positive and negative?*
Unintended outcomes included increased demand and national recognition.
- g. *What are longer term objectives we could achieve with additional grant funding from this funder?*
Additional funding could support expansion to weekly sessions.
- h. *What was the most remarkable accomplishment of application of these grant funds?*
The most remarkable accomplishment is becoming the only accessible physical activity for many ASN learners.
- i. *Have we provided all the budget details of how these funds were used and explained any large shifts in our financials between receiving the grant and reporting it?*
Budget details supplied separately.
- j. *Is our report honest, transparent, and concise?*
This report is transparent, concise, and aligned with Schedule 4 requirements.