

The Outreach Team are available at any time to meet with parents to discuss their child's transition into primary school.

Prior to your child beginning school we offer families further support in the following ways:

- **One to one contact with key workers**
- **Home visits**
- **Information evenings**
- **Transitional meetings with families and Carmona staff**
- **Parent support groups**

Before your child starts their new school, your key worker is also available to visit the school and offer information to teaching staff.

Catchment Area

The Outreach Programme is offered to children in Carmona Services who attend mainstream schools within the Carmona Catchment Area which extends from Little Bray to Ringsend.

Carmona Services cater primarily for children who are in the moderate or severe to profound range of intellectual disability.

For more information on Carmona Outreach Services contact:

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Carmona Outreach Services

Preparing For School



Guidelines for families whose children are preparing for primary school

Tips for Preparing your Child for School

- Start **planning** early.
- Meet with **principals and teachers** to discuss your child's individual needs
- Talk to other **parents**.
- Try to **visit** the school with the child before September. **Familiarise** the child with the layout of the school.
- If possible obtain **photographs** of the school environment and regularly look at these with your child.
- Attend school **Open days**.
- **Talk** to your child about starting school- use upbeat **positive** language.
- Read **books** together about starting school.
- Get into a regular home **routine** in the weeks preceding school especially where bed time is concerned.
- **Bring your child** shopping for school supplies i.e. bag, lunch box, and pencil case. Be sure these are **easy to open** and your child can manage them independently.
- Try on **uniform** a few times before September. Allow time for your child to be comfortable in it.
- Teach your child how to **greet** others appropriately. Discourage **hugging** as a greeting to anyone outside the family. Try using a **"Hi-5"** in place of a hug.

Encourage your child to be as **independent** as possible especially around **lunch** time activities i.e. opening lunch box, yogurt cartons, drinks, using a straw, wiping mouth/ hands, tidying up after themselves.

Promote a steady **bathroom routine**, to include sitting on toilet, flushing, washing and drying hands, using taps and towels and blowing noses. Encourage independence with trousers and underwear and ensure your child can pull them up and down with ease.

Help the child's developing **playskills** by regular visits to the playground, inviting another child to your home, and allowing your child time for **freeplay**.

Teach your child **basic road sense**. Walk the child's route to school, drawing their attention to traffic signs and crossing points.

Use every opportunity with your child to get **excited** about their new school.

Look forward to starting school!!!



A **communication copy** between school and home can be very beneficial for the child. It is an excellent way of sharing knowledge and information about the child's routine and activities. Parents and teachers can write in this copy regularly. Teachers find it helpful knowing about **home news** and family happenings or events, as this knowledge can be useful for promoting conversation with the child at circle time or play time. The copy can be kept in the child's bag where it can be easily accessed by all.

Readiness for school can depend on the level of your child's abilities in the following areas. If he/ she:

- Can **communicate** with others and make **needs** known.
- Can **follow** simple instructions.
- Is **toilet trained**,
- Can **sit**.
- Can **wait**.
- Can **listen**.
- Can make **choices**.
- Can **take turns**.
- Can **play** alongside others.



Children also benefit if they are:

Able to participate in **table top** activities without assistance.

Able to participate in **group** activities.

Aware of peers and their belongings.

Mindful of their own belongings.

