



Mary Hare School

Securing the future of deaf children and young people

Welcome to Mary Hare School

Securing the future of deaf children and young people



Mary Hare School is the largest school for deaf children and young people in the UK, located in Newbury, Berkshire. We are a boarding and day school and we welcome deaf students from Reception to Year 13 (aged 4 – 19). In our classes students are immersed in the English language, both spoken and written. We provide deaf children and young people with the education and support they need to enable them to achieve their full potential.

All of our teachers are qualified subject specialist Teachers of the Deaf, supported by a team who provide additional specialist support, and classes are equipped with the best technology to maximise the students' learning.

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Welcome from the Principal

I am delighted that you are considering Mary Hare School for your child's education and hope that this prospectus will give you an insight into everything we offer.

I have been a teacher of deaf children and young people for over 15 years, and in September 2022 I was honoured to be stepping up into the role as Principal and CEO of Mary Hare. Mary Hare has long been a legacy in my family as my grandfather was also the Principal from the 1950s for over 20 years. He would be amazed and thrilled to see how the School has developed since then. There have been so many improvements and developments over the years, especially with our investment in technology in the classrooms and in our residential provision. It's true to say that we don't stand still for very long here – looking ahead there are lots of exciting plans in the pipeline, including the development of new sports facilities.

Reading through this prospectus, you will see that curriculum attainment is at the heart of our delivery – but education is so much more than that. We also put great emphasis on social, emotional and language development with the aim of our pupils developing into well-rounded young adults, able to venture into a rapidly changing world with confidence and determination.

While inclusion can be reasoned in many ways, for us it is about providing pupils with all the opportunities their hearing peers access, within a safe environment and a community where they can explore their identity and find belonging. We welcomed Ofsted in 2023 and their report really showcased the strong sense of community and friendships found between pupils, and the trusted and secure relationships pupils have with staff.



Nothing gives me greater pleasure than to see our pupils grow in self esteem and confidence and leave Mary Hare with the necessary qualifications to choose their own path in life. Lots of our Alumni keep in touch with us over the years and it is amazing the stories they share with us and the careers they have gone onto achieve.

I am extremely proud to be the Principal of such a vibrant school community and encourage you to make a visit to see us in action; we very much look forward to welcoming you and your family to Mary Hare School and hope to be part of securing the future for your child.

Robin Askew
Principal and CEO

History of Mary Hare

Mary Hare was a remarkable woman, establishing a Brighton based uniformed women's police force as well as being an active suffragette. Her foremost achievement, however, was as the founder of an oral school for deaf children which has now become the UK's largest non-maintained special school for deaf children and young people. Mary Hare's ethos was that deafness simply brought a deaf child with additional barriers to learning. At the time this was quite a unique approach. To this day, the school continues to fulfil her vision in its learning approach of education of deaf children and young people.



1883

Mary Hare opened a school for deaf boys and girls in her mother's house in London.

1945

Mary Hare passed away two days after her 80th birthday. She wrote in her will, 'my efforts on behalf of the deaf have been my greatest joy in life.'

1949

Mary Hare School moved to its current home at Arlington Manor, Newbury.

1996

Mill Hall Oral School for the Deaf, a Primary School for deaf children, was relocated from Sussex to Greenham Lodge in Newbury, and was subsequently renamed Mill Hall.

1916

Mary went on to establish Dene Hollow Oral School for the Deaf, taking pupils from all over the world.

1946

In her memory the school was renamed to Mary Hare Grammar School.

1991

The Mary Hare Foundation was established (Registered Charity no. 1002680). The school has gone through many major developments over the years, and the Mary Hare Foundation has been pivotal in raising over £12 million pounds to advance the latest technologies and to support state-of-the-art facilities at the School.

2022

One of the biggest and most recent projects – to relocate the Primary School to a brand-new purpose built Primary School on the same campus as the Secondary School. The new Primary School opened for the first time in September 2022.



Our Mission and Key Statements

We are passionate about supporting deaf young people, their education and putting in place the support that will enable them to reach their full potential. Below is our mission and a list of our key statements that are at the heart of everything we do at Mary Hare School.

Our Mission

Mary Hare will transform the lives of deaf children and young people by offering them a highly specialist teaching and learning environment where they can develop their language and listening, access the full curriculum and achieve their full potential. The School will support them to shape their confidence, self-esteem and the resilience they will need to succeed when they leave school. Pupils will be educated in a safe and happy environment where friendships can flourish.

Our Key Statements

Mary Hare School is the largest special school for deaf children and young people serving the needs of deaf young people from all over the UK

Mary Hare specialises in meeting the needs of deaf children and young people. Approximately 56% of our pupils are profoundly deaf, 30% severely deaf and 14% moderately deaf. We can also provide support to deaf children and young people with some additional needs.

Students at Mary Hare School are immersed in spoken and written English with the aim of closing the language gap and enabling them to access the national curriculum

Pupils come to us with either English or BSL as their first language. Our approach to teaching enables all our pupils to develop their spoken and written language skills so that they can access the full curriculum.

Mary Hare School removes barriers to learning for deaf children

The school is designed to enable pupils to focus on learning. All classrooms are acoustically treated, class numbers are small, all teachers are qualified Teachers of the Deaf or working towards the qualification and classrooms are equipped with the technology to enable pupils to hear the teachers and their peers.



We also have an Audiology team on site to ensure pupils are not missing school if their hearing aids or cochlear implants require attention and a large team of Speech and Language Therapists who support students with their language development and work alongside the teachers to support the pupils.

Mary Hare is one school serving the needs of deaf children from Reception age to Sixth Form

Mary Hare School is located on one site and provides a residential education for children and young people from the age of 4 to 19.

Mary Hare School enables its pupils to learn and socialise within a peer group of deaf young people

Students are surrounded by a large deaf peer group where they can support each other in learning, make lifelong friendships and explore their deaf identity in an inclusive environment.

Mary Hare School supports parental choice and works in partnership with young people and their parents about where they want to be educated

Deaf children and young people should have access to education that meets their needs and we strongly support the child's and parent's decision of where they would like to be educated. We will support families through the process of getting Mary Hare School named on their child's EHCP.

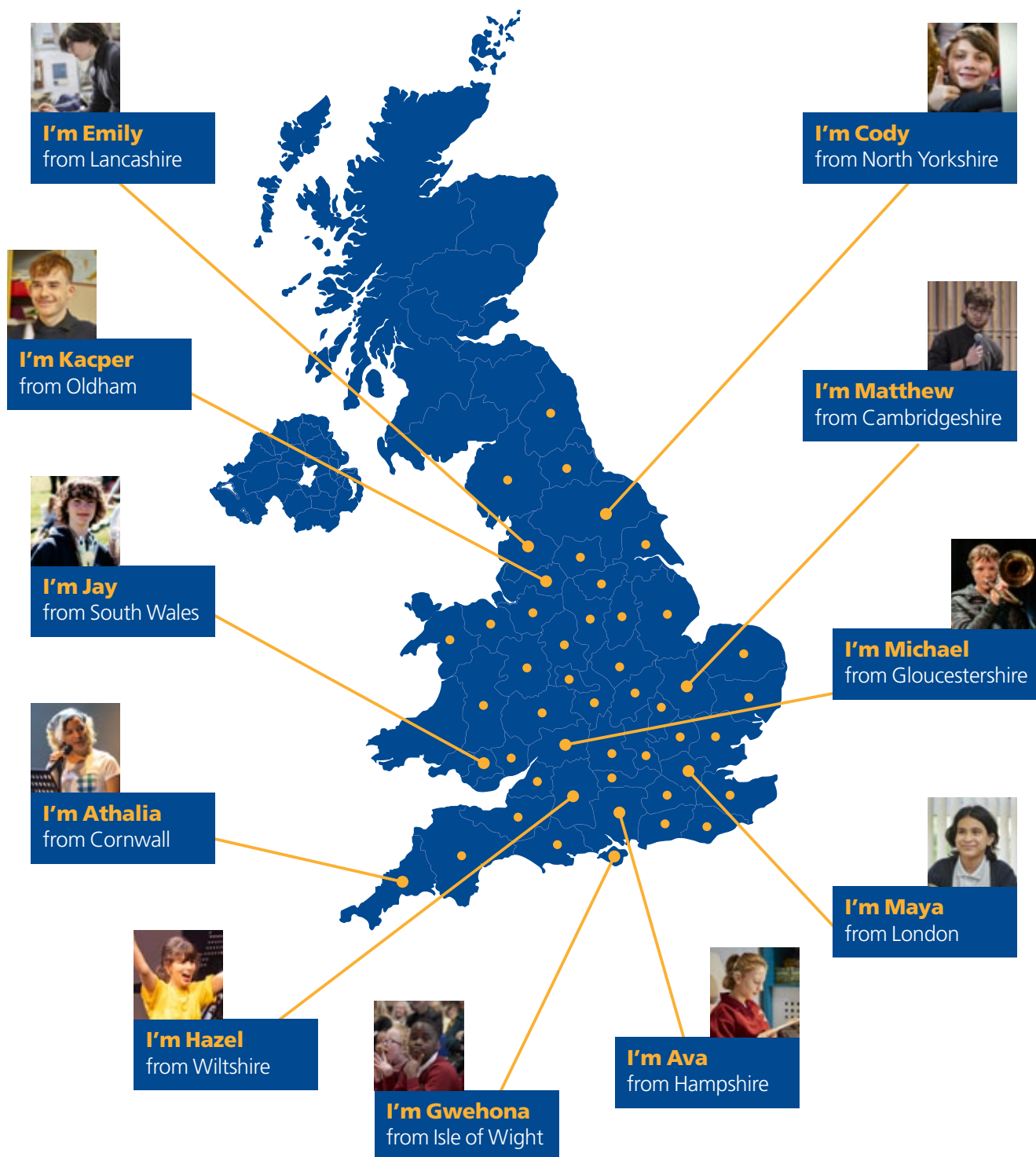
Mary Hare School offers a full curriculum including GCSEs, BTECs and A Levels and Diplomas

With the right support we can facilitate students to have access to a curriculum that will enable them to reach their full potential at school so that they have the best opportunity to pursue their chosen career.

Where do our Students come from?

Mary Hare School is a non-maintained special school, which means that our students are funded by the Local Authority where they live. We welcome students from the length and breadth of the UK as well as from abroad.

We have welcomed pupils from all London Boroughs except one. At any one time we have pupils placed with us from around 80 Local Authorities. Over the years we have had pupils from nearly every Local Authority in the UK and Northern Ireland.





**Welcome to
Mary Hare
Primary School**

Our Learning Approach and Curriculum



A big warm welcome to Mary Hare Primary School.

In September 2022, we relocated and opened our brand-new Primary School for deaf children and I had the privilege of opening its doors for the first time whilst also stepping into the role as Head of Primary.

I hope you enjoy reading through what our Primary School has to offer, as I am hugely proud of the expertise, support and state-of-the-art facilities that enable deaf children to succeed in an ever-changing and evolving hearing world.

Rachel Sheen
Head of Primary

Mary Hare Primary School offers a vibrant curriculum that is tailored to meet the needs of our deaf pupils, with vocabulary and language at the heart of everything we do.

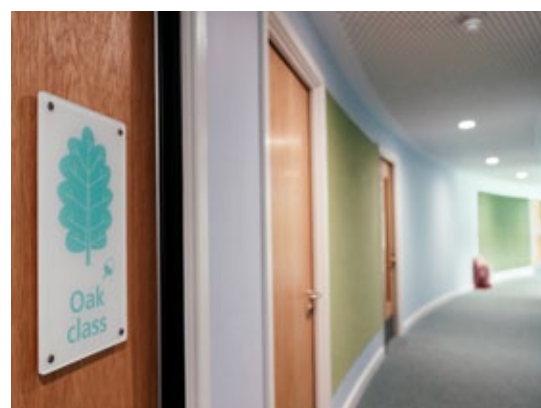
Often when pupils enrol at Mary Hare School they are at different starting points of their educational journey, and we work closely with them to make sure they settle in. Class sizes are typically between 5 and 8 pupils per class, working with a Teacher of the Deaf as well as Teaching Assistants, which means plenty of one-to-one support is available to pupils to ensure they can thrive in the classroom.

When children join Mary Hare Primary School, they truly flourish as they make friends with deaf peers and build on their self-esteem and confidence in their deaf identity.



Our Ethos

To provide an empowering and aspirational educational setting where children, young people and adults are excited and proud to be and where deaf students are at the centre, rather than on the periphery; an environment where they build the language, knowledge, skills, confidence and resilience needed for success beyond school while making life-long friendships and feeling genuinely included.



Meet Abbie A Day in the Life of a Primary Pupil

"My name is Abbie. I'm in Year 5. I joined in April 2020 so have been at Mary Hare Primary School for nearly 3 years. I have lots of nice friends and all the teachers are helpful. I love art."



 **8.45am**

I travel to school by taxi and when I first arrive, I am met by a teacher. I then go to the cloakroom to hang up my coat before I go to my classroom. I have my hearing aids checked before lessons start.

 **9.00am**

In the mornings we have all sorts of lessons. Maths, English and Phonics. Twice a week I have Speech and Language Therapy – we do all sorts of fun games in Speech Therapy.

 **12.30pm**

Mel is our school chef and cooks lots of different foods. My favourite meal is scampi and chips on a Friday. All the puddings are good, especially 'goldfish in a bowl' (peaches in custard) although all my friends love the 'Malteser cake'.

After I've finished my lunch I enjoy going outside to play with friends. I like playing imaginary games.

 **1.30pm**

In the afternoons we do a mixture of Music, PE, swimming and dance. Science and Art are my favourite lessons and we have a special art room. One of my favourite lessons was when we got to make slime as part of Science! And then sometimes in the afternoon we have school trips like going to the museum and sports trips like swimming competitions.

 **3.30pm**

School day finishes.



Specialist Support



Our team includes

- Qualified Teachers of the Deaf
- Speech and Language Therapists
- Care Staff
- Audiologists
- ELSAs (Emotional Literacy Support Assistants) and Wellbeing Support
- Specialist Teacher Assessors
- School Nurses
- Occupational Therapy trained Teaching Assistant
- Teaching Assistants

We work with

- Deaf CAMHS
- Play/Art Therapists
- Cochlear Implant Teams
- Occupational Therapists and QTV/MSI as needed
- Behavioural Optometrists

Speech and Language Therapy

Our dedicated Speech and Language Therapy team will support pupils throughout their journey at the school. Primary pupils are seen 2 to 3 times a week depending on their needs identified on their EHCP and through our own assessments. Provision includes individual as well as group sessions and occasionally the therapists work alongside the children in class when needed.

Therapists work closely with both parents and staff making sure that targets are shared and integrated throughout the school day into all teaching and learning. Activities are sent home fortnightly to provide advice and ideas for parents to complete with their child.

We believe every child has the right to develop their spoken language skills and have a 'voice'. At Mary Hare, pupils have a nurturing, supportive environment where they are immersed in a language-rich environment, giving them every opportunity to reach their full potential.

Audiology

Our Audiology department is equipped with modern facilities and the team are available throughout the school day to provide hearing checks, take earmold impressions and maintain pupils' equipment. Any issues with equipment are referred immediately to the Audiology team.

Group Hearing Aid

Our unique group hearing aid system has recently been upgraded throughout the school. Developed at Mary Hare School by our Audiology team, it is an invaluable teaching tool. As well as a small, horseshoe-shape desk arrangement in the classroom to maximise on learning and listening between peers and the teachers, each pupil and teacher also use a microphone that broadcasts through a Juno soundfield system and directly to their personal amplification devices.

The new wireless design of our group hearing aid system means that pupils and teachers can move freely around the classroom.





Primary School Boarding

Bradbury House

Bradbury House is our brand-new boarding facility adjacent to the Primary School. Children aged 6 to 12 can board here and only weekly boarding is available for our Primary pupils.

Our Care team put in great steps to make sure the pupils feel like they can make themselves at home when they stay with us. Residential staff provide a predictable, consistent, and nurturing approach in a bright, warm and homely environment, and play and social interactions are the foundation for the residential experience.

Bedtime, story time and settling time are a key part of the day, especially for children staying away from home for the first time.



A Letter from a Primary Pupil Parent

Dear parent or guardian reading this letter,

Before Mary Hare Primary School, Evie attended a mainstream school with a hearing resource base. During her time at the school, she was unhappy, struggling with bigger class sizes and would often become overwhelmed during the school day. Every morning she would be resistant to going to school.

By the time Evie was in Year 3, the gap between Evie and her peers, in terms of her education, was growing and we began to consider what other options we had to support her education. From our initial contact with staff at Mary Hare Primary we felt positive, we were provided with plenty of information and offered an assessment week for Evie quickly.

On our first visit to the school, the staff were very welcoming and set us all at ease. I was blown away at how calm the school felt and how quickly Evie became settled. Although nervous at the beginning of the assessment week, by the end Evie was happy to go into the school and take part in their activities and learning. I remember talking to Evie on the way home about how she felt about the school and how happy she was and asking to go back. We felt we had found the right school for Evie in Mary Hare. Finding somewhere Evie could be happy and get the right education was vital to us.

Evie's needs are understood and met so much more at Mary Hare compared to her previous school setting which has resulted in Evie becoming so much more confident in herself. The process of applying with our Local Authority and gaining funding was a stressful number of weeks and relied on us really pushing for what we felt would be the right place for Evie. But it was completely worth it. Evie is very happy at Mary Hare and the morning battles for her to go to school are a thing of the past.

We only wish we found Mary Hare School sooner!

Evie's mum





**Welcome to
Mary Hare
Secondary
School &
Sixth Form**

Our Learning Approach

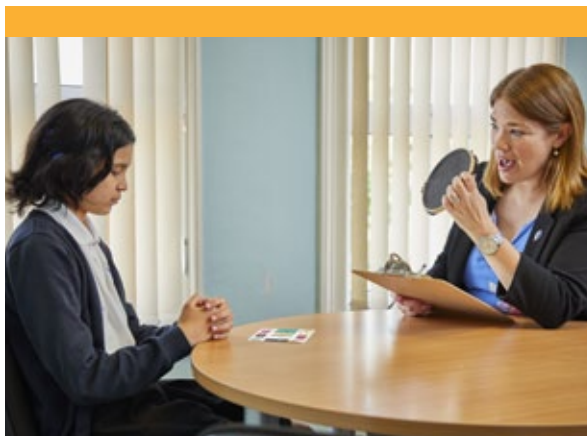
We know how important it is to achieve a balance between the social and academic development of our students. We believe students must be happy and confident in order to be able to achieve their full potential.

Here is what you can expect to see when you look around our school:

- A full curriculum including GCSEs, BTECs, A Levels and Diplomas offered at various levels
- Students immersed in the English language in the classroom to develop language, literacy and listening skills
- Acoustically treated classrooms
- Small class sizes
- A horse-shoe shape desk arrangement so that students can lip read each other and the teacher
- Teachers who are subject specialist Teachers of the Deaf (or are working towards the qualification)
- Students supported into peer groups
- Classrooms equipped with group aid technology to allows pupils to hear each other as well as the teacher
- An Audiology department on site to support students' hearing and equipment
- A dedicated team of Speech and Language Therapists who directly support students and work alongside teachers to create bespoke targets for each individual pupil's education



Speech and Language Therapy



Mary Hare School has a dedicated team of Speech and Language Therapists who will support students throughout their journey with us.

The support they are given is based on their needs as identified by their EHCP and/or following a review of their assessment results. This can include both individual and group therapy. We also run a number of lunch time clubs that aim to develop social skills and communication skills.

A great part of having our own Speech and Language Therapy team on site is that students are not removed from lessons, so they do not need to worry about having to catch up on missed learning in the classroom. Instead, sessions typically take place during form times, lunchtimes or after school.

Areas of focus in our Speech and Language Therapy sessions include:

- Developing listening skills
- Improving voice pitch, rhythm, fluency and intonation
- Improving speech sound production and articulation
- Lip-reading skills
- Narrative skills
- Developing inference and higher-level language skills
- Communication skills
- Emotional literacy
- Social skills
- Deaf identity

Therapists work closely with the Teachers of the Deaf, specialist Teaching Assistants and the Care Team to support the pupil's communication skills and ensure that speech and language targets are implemented across the school day. They also provide advice and training to all the staff at Mary Hare.

Our team are also experienced in working with young people who have additional language difficulties such as Stammering, Speech dyspraxia, Auditory Neuropathy and Developmental Language Delay.



Sixth Form and beyond...

Our Sixth Form programmes aim to develop independence and life skills to support the pupils as they prepare for life after Mary Hare. We provide programmes to support pupils applying for their driving license, preparing them for university and can assist them with the learning of communication skills and tactics, which is particularly helpful for interviews.

Audiology



We have a dedicated team of Audiologists who are based on site and provide support to students and their hearing and equipment.

Audiology

Our Audiology department is equipped with modern facilities and the team are available throughout the school day to provide hearing checks, take earmold impressions and maintain students' equipment. This means that your child will not have to miss valuable time at school to visit a clinic. Any issues with equipment are referred immediately to the Audiology team.

Our Audiology team works closely with the local hospital audiology teams and most of the Cochlear Implant Centres in the UK.

Support after Mary Hare...

As students prepare for their next steps after Mary Hare, whether it is to go into further education or work, our Audiology department will offer guidance to all students on the equipment they need.

Group Hearing Aid

Our unique group hearing aid system has recently been upgraded throughout the school. Developed at Mary Hare School by our Audiology team, it is an invaluable teaching tool. As well as a small, horseshoe-shape desk arrangement in the classroom to maximise on learning and listening between peers and the teachers, each student and teacher also use a microphone that broadcasts through a Juno soundfield system and directly to their personal amplification devices.

The new wireless design of our group hearing aid system means that students and teachers can move freely around the classroom, which is ideal for practical lessons and vocational subjects.



Additional Support

We are an inclusive school committed to ensuring that every child can reach their full potential in a caring and nurturing environment.

Support from staff and professionals

Mary Hare has a support network of specifically trained staff to assist students with additional needs. These include: visual impairment or multi-sensory impairment, physical needs, and Autistic Spectrum Disorder. Trained Intervenors are also available should such a need arise.

We have two members of staff who are fully trained as Specialist Teachers and Specific Learning Difficulties Assessors, including ADHD and dyslexia. Under the supervision of our SENDCo., this ensures that all students have every opportunity to thrive at Mary Hare.

Should your child require external professional input, we have links with Occupational Therapists, Physio Therapists, and the Sensory Consortium.

All pupils are monitored throughout the year to ensure that their specific needs are met and have not changed, and interventions are offered should they become necessary. We strive to be fully accessible to parents and hope to work together with families to obtain the best outcomes for the students.



Wellbeing Team

The dedicated Wellbeing Team includes Wellbeing Coordinators and Emotional Literacy Support Assistants (ELSAs) covering both Primary and Secondary School. The team offers support for individual students and small groups in areas such as friendship, anger management and self-esteem.

The team enjoys organising whole school events to promote the importance of looking after our own wellbeing. Recently these events have included wellbeing walks and a climbing wall. There are rooms available during the day for students to have some time out if they are feeling overwhelmed.

The team are trained to recognise and refer to other professionals for specialist support if required, for example DeafCAMHS. We also work closely with a local charity who provides an independent Counsellor who comes into school once a week.

“ Children speak powerfully of the journey from mainstream education into specialist provision, which for some has been a challenging and protracted process. They highlight a sense of belonging, the value of a shared experience and the strong friendships and bonds that they make with other children. ”

OFSTED 2023

Pastoral at Mary Hare

Ready, Respectful, Safe and Successful



Our pastoral care underpins all aspects of school and boarding life. We strive to get to know every student and ensure that they are individually valued and supported.

At Mary Hare, every adult has a responsibility for our pupils' welfare and safety. Our Pastoral Team is key in liaising with home and school and provides a vital link, ensuring that school and home can work together to support each child.

As a community we promote our ethos of being:

- Ready
- Respectful
- Safe
- Successful

Our pastoral care system is led by our Vice Principal for Pastoral Care, working closely with the Director of Care, to ensure the pupils are being supported throughout the school day and beyond. This system has a structure which is based on year groups and a dedicated Head of Year who oversees Form Tutors. In Sixth Form, this is an Assistant Principal supported by the Deputy Head of Year. Within the houses pupils have key workers who liaise with the staff in school who are important to the children. In addition there is a dedicated Wellbeing Team who work across school and care and a growing Pastoral Support team.

Pupils see their form tutors every morning and afternoon. Tutors have access to information about students' achievements and records and are a first point of contact for parents who have questions about academic progress or effort. Sixth Form students see their tutor once a week in a form period.

Whole school assemblies are where we often celebrate pupil achievements and the Principal recognises extra special efforts or achievements with a commendation. Daily assemblies are pupil led and each form group has a responsibility to deliver an assembly to their year group.

House System

Each student and staff member is a member of one of four houses: Mary Hare, Braidwood, Beverley and Arnold. The houses are a powerful and effective way for students to feel part of the school. It supports an extra-curricular programme and creates many opportunities for students to participate in school life as they take part in house competitions and events and develop relationships across all age groups throughout the school.



Meet Romeo

A Day in the Life of a Year 7

"I'm Romeo and I am in Year 7. I went to Mary Hare Primary in Year 5, and then I came to Secondary in September 2022. The best thing about Mary Hare is being with your friends, playing and hanging out."



How did you feel when you first started in Year 7?

I was a little bit nervous on my first day at Secondary, but I was very excited too. I was worried I would get lost, but everyone helped me and showed me where I had to go. I like my teachers – they are nice and helpful. Before I started Year 7 we looked around the school, so we knew where to go for form and break time. If I have a problem or if I am upset, I go and talk to my keyworker Tina, she helps me or I see Alisa, she's the boss and she helps me too. They talk to my friends and sort out problems and they make me feel happy again.

You also board at Mary Hare School, can you tell me what a typical morning routine look like?

Hayley or Tina wakes us up at 7am to get ready for school.

We go to breakfast at 7.30am, my favourite breakfast is pain au chocolat but we can have toast, cereals, eggs and sausages, pancakes and yogurt.

When we finish breakfast, we come back to Howard and then finish getting ready for school and open the curtain, tidy our bedroom and make our beds.

At 8.40am we go into school.

During the school day, which lessons and activities do you enjoy?

My best lesson is DT, design technology. You make things like a clock, pillow, photo holder and we do cooking too. During lunchtimes I like playing with my friends. I have speech and language on Wednesdays and Thursdays. I like going to speech, it's fun.

The School day has finished, what do you do your evenings look like?

We finish school at 4pm and get changed into our own clothes. We can have a drink and a snack and then we go to prep at 4.15pm.

At 5.15pm we go back to our boarding house and then go to supper at 5.30pm

After supper we then do activities. Sometimes we go to clubs like football club or swim lessons. My favourite activity is dodgeball and I go to youth club too. We do fun stuff like spooky parties and face painting competitions. Boarders in other houses do similar things but at different times because they are older.

After activity we have shower or bath and get ready for bed.

At 8.15pm we hand our phones in and then brush our teeth, put dirty uniform in laundry bag and then go to bed. Staff then come in and turn the light off at 8.45pm.

Curriculum

We proudly offer our students a full curriculum that is on par with their hearing peers, catering to all abilities. Nothing is off limits at Mary Hare – we have plenty of students enjoying subjects such as PE, French or Music, which are subjects that deaf young people can often be excluded from in a mainstream setting.

Years 7 to 9

They will enjoy a range of subjects including:

English	Mathematics
Science	Technology
ICT	Art
Music	History
Geography	Religious Studies
French	PE
PSHE	



Key Stage 4 (Years 10 and 11)

In Key Stage 4 students are required to take a selection of compulsory subjects and can then choose up to four optional subjects.

Compulsory Subjects

English	Mathematics
Science	ICT Functional Skills
Religious Studies	PSHE
Citizenship & Work Related Learning	

Additional Subject Options

Business Studies	Child Development
Computer Science	Dance
Engineering Manufacturing	Design Technology
Drama	Fine Art (Art and Design)
Food Preparation and Nutrition	French
Geography	Graphic Communication (Art and Design)
History	Media Studies
Music / Music Technology	Photography (Art and Design)
Separate Sciences – Biology, Chemistry and Physics	Sport
Textile Design (Art and Design)	

We are currently offering students the opportunity to gain a Level 2 qualification in BSL, with a view to review as a possible Key Stage 4 qualification option in the future.



Sixth Form

We are the largest centre in the UK for deaf pupils wanting to study A Levels, BTECs and a wide range of vocational courses.

Entry Requirements

For three Level 3 qualifications we normally require 5 GCSEs between 9 to 4 (A* to C).

We also offer a range of qualifications at Entry Level to Level 2.

Advanced Subsidiary & Advanced Level

Students will normally take three Advanced Courses.

Art and Design – Fine Art	Art and Design – Photography
Art and Design – Textiles	Biology
Chemistry	Core Maths
Economics	English Literature
French	Further Mathematics
Geography	History
Mathematics	Media Studies
Physics	Product Design
Psychology	



BTEC Level 3 Subsidiary Diploma

Equivalent to one full A Level, awarded at the end of Year 13. These can be combined with AS/A2 Level.

Applied Science	Business Studies
Music Technology	Performing Arts
Sport	Computing
Sports Coaching Level 2	Sports Coaching Level 3

Technical Courses

A wide variety of technical courses are delivered at Mary Hare. We design the study programme around students' needs and, where available, Entry Level qualifications are used if appropriate.

Animal Care Levels 1, 2, 3	Beauty Therapy Levels 1, 2, 3
Childcare (EYE) Levels 1, 2, 3	Catering Levels 1, 2
Construction Skills Levels 1, 2	Carpentry Levels 1, 2
Cycle Mechanics Levels 1, 2	Hospitality Levels 1, 2
Construction Land Based Levels 1, 2	Plumbing Levels 1, 2



Meet Neve

A Day in the Life of a Sixth Former

"My name is Neve and I am currently in Year 12. I joined Mary Hare in Year 7 as part of the 2017 cohort."



What does your morning routine typically look like?

My typical morning routine is waking up at 6.50am to read for half an hour before getting ready for the day and having breakfast. This allows me to wake up and feel prepared for the day.

Tell us about the subjects you are currently studying?

I am currently studying A Level Chemistry, Biology and English alongside AS Level Maths

In Chemistry I enjoy learning about the ways reactions take place through mechanisms and how the conditions of these reactions affect which mechanism takes place. In Biology we have been learning about genetics which is fascinating. In Maths we have been using equations to model real life situations that occur within industry and in English I have enjoyed analysing texts ranging in genre and time periods and how it would be perceived throughout different points in history.

What hobbies or after school clubs do you take part in at Mary Hare?

I am a qualified lifeguard so I do lifeguarding on a Wednesday so students can enjoy the facilities the school has on offer. Within Sixth Form, we have driving theory practice once a week which I attend to help prepare me for taking the exam.

What other hobbies do you enjoy?

I have a horse called Zula at home so I go to Pony Club and British Showjumping competitions with her. During my free time, I also do volunteer for the Pony Club and Cochlear Implanted Childrens Society which allows me to meet lots of new people and gain skills.

When the school day is finished, what do you do in your evenings when you are boarding at Mary Hare?

In the evenings, I tend to go to after school revision sessions to help with my subjects. However, I also do have fun and time away from work by playing games, watching TV or cooking food. We have a pool table which is regularly used by the Sixth Formers.

What is boarding in Sixth Form like?

I can cook my own food and have staff support with preparing for university such as budgeting and food hygiene. This allows us to gain the skills required for when we live at university. Also, I am able to do my own laundry, but staff can always provide support if you are unsure of anything.

What support do you have to prepare you for your next steps after Sixth Form?

We get support through the Transition Programme which helps with many aspects of life after Mary Hare. The programme helps us with applying for support, funding and applications for University. We also get to hear from visiting speakers and the chance to go to university or apprenticeship fairs.

What are your proudest moments during your time at Mary Hare so far?

I am proud of my GCSE results that I achieved, getting involved with Youth Speaks Competition and getting the Head Prefect position.

What are you hoping to go on to do when you finish at Sixth Form?

I am hoping to go onto Veterinary Medicine when I leave Sixth Form.





**Boarding at
Mary Hare School**

Our Boarding Houses

Making the decision to go to a boarding school is a huge step. We pride ourselves on our holistic approach, and our Care team put in great steps to create a home from home feel in the houses, whilst working closely with the Speech and Language Therapy team, teachers, our dedicated nurses, and the Wellbeing Team.

Howard House

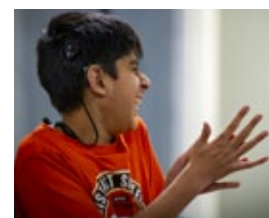
(part of Bradbury House)

This is our Year 7 residential boarding for boys and girls who are beginning their Secondary School journey. Our residential staff bring a nurturing role with a safe, structured, and homely approach which supports children to integrate with new peers in a new school. Lots of social play outside of the school day is encouraged for our youngest boarders in the Secondary School.



Mansell House

Mansell House is where the Year 8, 9 and 10 boys reside. This is a key time where our Care team put support in place for young people to navigate friendships and steps to develop their independence. During the later stages the boys are supported in their transition from Key Stage 3 to Key Stage 4.



“ I am very pleased with the boarding at Mary Hare. It gives Ollie that home from home feeling. Ollie gets on well with the care staff and is happy to speak to them with any concerns. ”

OLLIE'S MUM



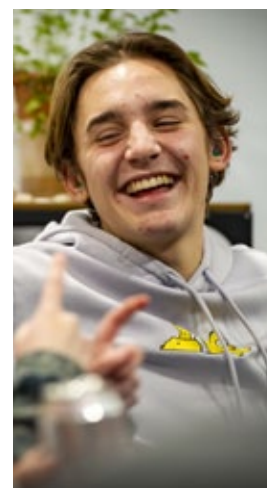
Manor House

Manor House is where the Year 8, 9 and 10 girls board. In a similar approach to Mansell House, the residential staff provide a safe and consistent approach to their care and routine and help young people to navigate friendships and develop their independence. This is supported through opportunities to socialise with peers across the school. During the later stages the girls are supported in their transition from Key Stage 3 to Key Stage 4.



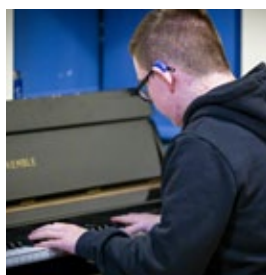
Murray House

Murray House is where both the Year 11 boys and girls live. It has been uniquely designed to provide an environment equipped to support the studies of our Year 11 students as they prepare for exams at the later stages of the academic year. As well as a focus on studies, the residential staff promote positive wellbeing by engaging opportunities for down time.



Sixth Form

The Sixth Form consists of 4 smaller houses, all of which have a small common room and kitchen, and there is also a separate larger communal area and kitchen that the young people have access to. In Sixth Form there is a focus on preparing the young people for adulthood and life after Mary Hare which includes the development of life skills. This is balanced with them managing their studies and ensuring they have the environment to focus on these.



Boarding Life

For our students who board with us at Mary Hare, there is a full programme of activities to enjoy.

Evening clubs are held during the weekdays, onsite and off-site in the local community, and includes activities such as swimming, circus skills, army cadets, yoga, life skills plus many more.

Weekend trips can range from local trips to the cinema and shopping to bigger trips like rock climbing, go-karting, and theme parks.

“ *Inclusivity and acceptance of difference are championed across all areas of the school. Children spoke of a safe place where they could express their identities confidently and safely.* ”

(OFSTED 2023)



The Youth Club: Coles Diner

Coles Diner is our on-site youth club, which originally opened as The Youth Club in October 2001. Starting out as a tuck shop selling sweets, fizzy pop with the occasional burger night and themed evenings, it was renovated in 2007 with the help of the PTA and lots of fundraising to become an American-style diner with its new name, Coles Diner. Our young residents have the opportunity to take on a variety of different roles and jobs at the youth club, including kitchen support, front of house, kiosk workers, and waiting staff.

Coles Diner plays a big role in many of our students' time here at Mary Hare, as this space allows them to come together as a community, create a sense of identity and build on their skills. In addition to the roles they can apply for in Coles Diner, the youth club also supports students in earning Life Skills qualifications as a Young Youth Leader and training to become a lifeguard.

Coles Diner holds big events and fundraisers throughout the year – to date it has raised over over £50,000 which has supported many local community groups and charities.



Your Next Steps



Next Steps: Events and Open Days

If you are now thinking about your next steps and would like to know where to start, we have a number of events and open days throughout the year that welcome families to come and find out more about us. These events offer the chance to speak with key members of staff who would be delighted to answer any questions that you might have. Alternatively, if you are not able to attend one of these events, you can request to visit the school on another suitable date.

You can find all the latest information of our upcoming events online at

www.maryhare.org.uk/admissions/events-open-days



Or scan the QR code here

Year 7 Entry Information Day

If your child is in Year 4 or 5 and you are starting to think about their options for Secondary School, this event is a great opportunity to find out about the assessment process and what you need to know ahead of applying to Mary Hare School.

Mary Hare Open Day

Held on the first May Bank Holiday Monday, this is a big date in the school calendar where we can showcase all that Mary Hare can offer. You will get to see some of the lessons in action, find out more about our curriculum and additional support, as well as the chance to explore the beautiful grounds, facilities, and boarding houses.



Next Steps: How to Apply

If you have already come to see us and believe that Mary Hare could be the best school for your child, the next step is to apply for an assessment and begin the process for your child's place.

It is essential once you have started the application process that you provide us with important documents relevant to your child's education and needs so that we can create the most successful assessment for your child.

Below are the main steps of what you can expect from the process:

1 Assessment

Once you have completed our online booking form, our Admissions Manager will liaise with you to arrange a suitable date and answer any questions you might have about the process. Assessments can range from 1 to 3 days depending on the age of your child. Following an assessment, we aim to write to you with a decision within two weeks.

2 If we offer you a place...

We hope you will accept our offer. Let us know your decision in writing.

3 You contact your Local Authority

The funding procedure begins from this point following your request to your Local Authority for your child's place at Mary Hare School. We will then send a copy of your offer to your Local Authority. Make sure to request a change of Educational Placement on your child's EHCP at your next Annual Review.

4 Your Local Authority responds

'Yes', they agree funding for Mary Hare School, or, 'no', they name another school. You have a total of two months to lodge your appeal against a 'no' decision and take your case to the Special Educational Needs and Disability Tribunal.

5 Tribunal Option

Once you know the date of your Tribunal, let us know. We will support you through the process alongside a Family Liaison Officer or an Educational Lawyer. We highly recommend seeking support from NDCS or IPSEA and other professionals for independent advice. We will support you as a witness at the tribunal.

There are three possible outcomes: Win, Lose or Concede.

6 Start Date

Once funding is agreed, we agree a start date with you!

Still have questions?

For more information, you can read through our Funding and Application booklet, which goes into greater detail about the process with additional guidance to support your application process.

You can find a digital version of this booklet online at **www.maryhare.org.uk/admissions/entry-and-funding-procedure**



Or scan the QR code here

If you would like to begin the process for your child's place at Mary Hare School, please contact our Admissions Manager by email at admissions@maryhare.org.uk

Or book online at

www.maryhare.org.uk/booking-form-visit-or-entrance-assessment-booking



Or scan the QR code here

Please note

All applications for Year 7 placements will have to follow our standard assessment process. This includes current pupils at Mary Hare Primary School.

If you are currently in the process of seeking funding for Year 5 or 6 placement at Mary Hare Primary School and awaiting a decision from your Local Authority, you will also be invited to a second assessment for their transition place into Mary Hare Secondary School.

This is to ensure that we have a standard assessment process for all applicants to the Secondary School and review if we can meet all education and social needs and, most importantly, that we have a suitable peer group for your child.



Words from a Mary Hare Parent

Jasper is a Year 10 student and joined Mary Hare School in 2019. His mum shares with us the journey from their first visit to the school to the successful outcome of funding for Jasper's place.

What was your first visit like to Mary Hare?

Being the only deaf pupil at school meant that having a deaf peer group was increasingly important to Jasper. He wanted to have friends who were like him, who understood how he felt and who had faced similar challenges. He also wanted a school where he was challenged academically and where he felt he would be given the same opportunities as his hearing peers.

So we visited Mary Hare Primary School and arranged for Jasper to spend a week trialling out as boarder. We were amazed at his transformation and the confidence he had gained in that one week alone and saw the potential of what a strong deaf identity and specialist school could give Jasper.

We appreciate that for most families the boarding school experience is a difficult decision to make but we felt that this unique environment, coupled with an excellent academic resource, meant that all the right provision would be in place from day one.

Jasper's application eventually went to a SEND Tribunal case, what was that like?

In all honesty the SEND tribunal process was gruelling, frustrating, and exhausting. However, with nerves of steel, determination, and an unwavering belief that this was the right school for Jasper, we proceeded through a very turbulent, but ultimately successful, tribunal process and got his place at Mary Hare Secondary School. We had done our homework and planned for the real possibility that we might end up going down this route. The school was also an amazing support, encouraging and helping us at every stage of our journey.

How did you feel as family when you finally got the outcome for Jasper?

We were absolutely delighted, and all the effort had been worth it. The journey to get Jasper into the right school for him and ultimately allow him to reach his academic potential was significant. We knew that whatever other challenges lay ahead,

Jasper would at least have the support of qualified, specialist teachers in a school which offered its pupils amazing resources, facilities and an exciting set of extra-curricular activities and opportunities.

What support did you receive from Mary Hare and other professionals?

We were fortunate to have received the help and expertise of the Speech and Language, Audiology, SENCO, Admissions and Senior Leadership teams at Mary Hare, which was invaluable.

There are also many charities that can offer help and support to families and who have a wealth of experience with other professionals attached to them. We had support from Surrey Deaf Children's Society (SDCS), Cochlear Implanted Children's Support Group (CICS), National Deaf Children's Society (NDCS) and Auditory Verbal UK (AVUK). It is worth looking around your local areas for support.

What changes have you noticed in Jasper since he has attended Mary Hare School?

The most significant change we saw in Jasper was his growth in confidence. He is happy, settled and achieving academically. We have seen him grow and mature into a confident young person with a positive set of friends and peers. He has been given opportunities at Mary Hare to access subjects such as French, Music, and Drama. At his previous schools these subjects were often removed in order to deliver Speech and Language and Teacher of the Deaf (TOD) timetables. He has participated in many exciting activities and trips and has also gone onto take his piano grades through school.

What advice would you give to other families who are thinking about applying for their child's place at Mary Hare?

Visit the school Open Days to develop an early relationship and conversation with the school. Familiarise yourself and your child to the idea of a boarding school unless you have the option for your child to be a day pupil.

Be clear about what your child's needs are and whether these can be met in your local school and area.

Be optimistic but realistic about the potential hurdles you may face. Be prepared and plan ahead.

Sixth Form Students Next Steps



Meet Omar

My name is Omar and I'm a Sixth Form student at Mary Hare School. I first came to Mary Hare in Year 7 in 2016.

What have you enjoyed most since being at Mary Hare?

To be honest it is really hard to choose what I have enjoyed the most! I would have to say that my mental health and well-being is improving and that I developed confidence in myself as a person. I have made friends along the way.

What subjects are you currently studying?

Biology, Chemistry and Maths

What are you hoping to do next after you leave Mary Hare?

I am hoping to study Biomedical Science.



Meet Alina

I joined Mary Hare Primary School in Year 4 or 5 and attended as a day pupil; but I later changed my mind and decided to become a boarder.

What have you enjoyed most since being at Mary Hare?

I have most enjoyed being a part of the 'deaf community' at Mary Hare, even though I am quite quiet because I like my own company. I have stayed in contact with my best friend who left after Year 11.

What subjects are you currently studying?

The subjects I am currently studying are Childcare, Animal Care and GCSE Maths

What are you hoping to do next after you leave Mary Hare?

I am hoping to attend BCoT College to study a T Level course in Childcare. I am looking forward to meeting other people who are not deaf and making new friendships.





**Mary Hare
and beyond...**



Alumni Reunion June 2022

Alumni: Life After Mary Hare

Set Your Sights High

We are always so proud when we hear about what our former pupils go on to achieve after they leave Mary Hare School, and many continue to stay in touch with us. Our Alumni are an inspiration to our pupils, showing them what is possible and the different pathways through further education and their careers.



William Ogden
Left Mary Hare in 2008

"I currently work at a University as an Academic Affairs Senior-Coordinator. In my role, I support students with disabilities, mental health, learning differences and dyslexia to ensure they receive the relevant support to access their education.

I received the news that I am to be awarded a British Empire Medal for my 'hands-on' service that has made a significant difference to the lives of people in the local community. As someone who is profoundly deaf and partially blind and wanted to make a positive difference through my professional work and volunteering, I was lost for words. To be recognised and honoured by our late, Her Majesty, The Queen, for my services to the Education and Accessibility sector, during her 70 year reign is just staggering."





Louis Francis
Left Mary Hare in 2007

“Within my time at Mary Hare I used to love art so much so that I was advised by the school to follow my dreams.

After a foundation year at Central Saint Martins, I applied to the City & Guilds of London Art School for their three year Diploma for Architectural Stone Carving, which was where my skills lay.

I’ve gone on to great things as a Stone Mason, including a commission from the House of Windsor for St George’s chapel, as well as recently being a mentor on BBC 1’s *Make it at Market* and appearing on BBC 2’s *See Hear*.

I can honestly say that Mary Hare put me on the path to success and have always said that there are no barriers in life. Only hurdles.”

Amanprit Arnold
Left Mary Hare in 2005

“I studied Geography and Urban Planning after I left Mary Hare. I have always been interested in how cities and places function, and what happens behind the scenes to make all the complex city components work. I liked how places made people feel and what goes behind in designing them. I am an urban strategist and a Deaf changemaker in the built environment sector.”



Mike Penfold
Left Mary Hare in 1999

“After I completed my A Levels at Mary Hare, I went on to pursue a career in Civil Engineering. I graduated with a Masters from Loughborough University in 2004, and now I am based in the West Midlands working for a major engineering consultancy firm. As a Chartered Fellow of the Institution of Civil Engineers and a Technical Director, I undertake several roles including managing large complex railway infrastructure projects and leading the recruitment and career development of people, including those joining the industry. In 2022 I joined the Mary Hare Board of Governors because I wanted to offer my support and expertise to the school as part of giving back for all the assistance and care they gave me whilst I was a pupil there.”





*Securing the future of
deaf children and young people*

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A BSL version of this document can be found online at:
www.maryhare.org.uk/admissions/our-prospectus



Or scan the QR code here