



# Mary Hare School

for deaf children

*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 residential 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.

## Contents

Welcome to Mary Hare School .....	2	Pastoral at Mary Hare .....	18
Welcome from the Principal .....	3	Meet Adah – A Day in the Life of a Year 7 .....	19
History of Mary Hare .....	4	Curriculum .....	20
Our Mission and Key Statements .....	5	Sixth Form .....	21
Where do our Students come from? .....	6	Meet Leila – A Day in the Life of a Sixth Former .....	22
<b>Welcome to Mary Hare Primary School .....</b>	<b>7</b>	<b>Residential Care at Mary Hare School .....</b>	<b>23</b>
Our Learning Approach and Curriculum .....	8	Our Boarding Houses .....	24
Meet Wiktorina – A Day in the Life of a Primary Pupil .....	9	Boarding Life .....	26
Specialist Support .....	10	<b>Your Next Steps .....</b>	<b>27</b>
Primary School Boarding .....	11	Next Steps: Events and Open Days .....	28
A Letter from a Primary Pupil Parent .....	12	Next Steps: How to Apply .....	29
<b>Welcome to Mary Hare Secondary School &amp; Sixth Form .....</b>	<b>13</b>	Words from a Mary Hare Parent .....	31
Our Learning Approach .....	14	Looking Ahead to the Future – Neve .....	32
Speech and Language Therapy .....	15	Looking Ahead to the Future – Sam .....	32
Audiology .....	16	<b>Mary Hare and beyond... ..</b>	<b>33</b>
Additional Support .....	17	Alumni: Life After Mary Hare .....	34



# 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 17 years and, in September 2022, I was honoured to be stepping up as 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 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 our rich curriculum offer and the ambition for all pupils to make significant progress. National data has placed us in the top 10% of schools nationally for pupil progress. Whilst curriculum attainment is at the heart of our delivery – 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 measured 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. Our social care Ofsted inspection in 2026 graded us Outstanding in all areas and continued to reflect 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 to see 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

**In May 2025, our educational Ofsted report stated that "Pupils' lives are positively transformed by attending Mary Hare".**

# 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.



## 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.

## 1949

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

## 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.'

## 1883

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

## 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.

## 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.

## 1946

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

## 1916

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



# 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. Students 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 students 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**

Students come to us with either English or BSL as their first language. Our approach to teaching enables all our students 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 students 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 students to hear the teachers and their peers.



We also have an Audiology team on site to ensure students 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 students.

### **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 students 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.

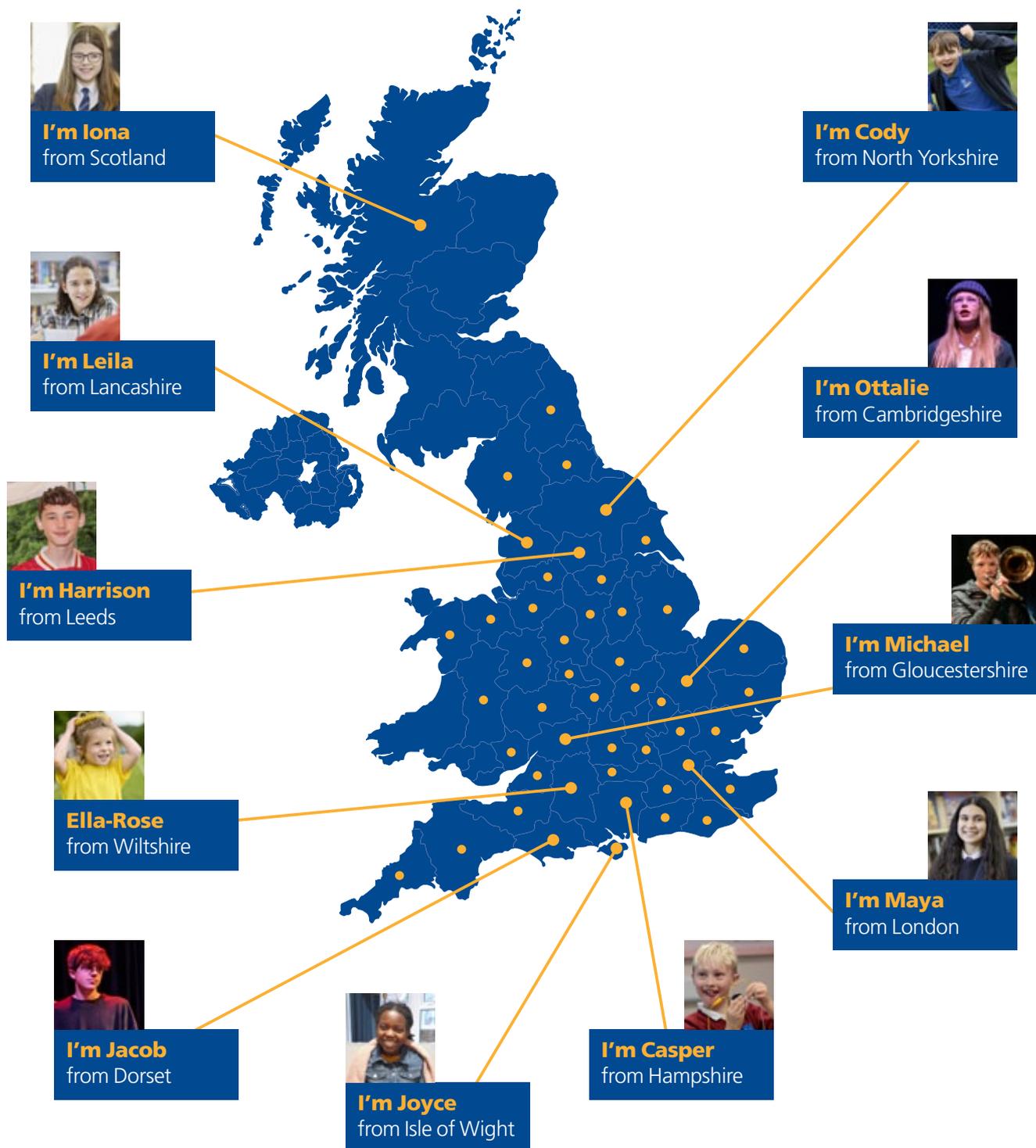
### **Mary Hare School offers a full curriculum including GCSEs, BTECs and A Levels and Diplomas**

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.

At any one time we have students placed with us from around 80 Local Authorities. Over the years we have had students 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 Wiktoría

## A Day in the Life of a Primary Pupil

*"My name is Wiktoría. I'm in Year 2. I have lots of nice friends and all the teachers are helpful."*



 **8.15am**

My Mummy and Daddy bring me to school. I go to breakfast club. I like playing with my friends in breakfast club and we play with lots of toys.

 **8.45am**

We do sensory circuits before going to our classrooms. We do lots of exercises to keep us strong and healthy. I really like skipping and balancing.

 **9am**

We do lots of lessons in the mornings. I really like Maths. I use the blue book, not the yellow. Sometimes I find Maths easy and sometimes I find it difficult. I also really enjoy Music Therapy with Miss Bowker. I love singing.

 **12.25pm**

We have lots of different food for lunch. I especially love egg and spicy food. Sometimes we have ice-cream which is my favourite. Some lunch times we have lunch clubs. I really enjoy gardening club with Mrs Sheen. We plant lots of plants.

 **1.30pm**

In the afternoons, we do fun things like PE and Drama. I like dancing and practising for the Christmas play.

 **3.30pm**

When school finishes, I go to After School Club. I play with my friends a lot and go outside. It is fun. I watch TV and have a snack. My Mummy and Daddy collect me and then I go home.



# Specialist Support



## Our team includes

- Qualified Teachers of the Deaf
- Speech and Language Therapists
- Residential 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 QTVI/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 been upgraded throughout the school. Developed at Mary Hare School by our Audiology team, it is an invaluable teaching tool. The Group Hearing Aid enables all students to hear their peers and themselves as well as the teacher. This is achieved through all students having a microphone as well as the teacher. The sound is then rebroadcast through the Juno soundfield system as well as being streamed directly to the student's personal amplification. This, along with the horse-shoe shaped desk arrangement and acoustically treated classrooms, maximise their learning and listening.

The 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 residential facility adjacent to the Primary School. Only weekly boarding, Monday to Friday, is available for our Primary pupils.

Our Residential 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,

Rohan was excited as he got ready on his first day of school. He joined Mary Hare in Reception in September 2023. His class was small and had teaching assistants and a Teacher of Deaf, all in a brand new, perfectly designed building.

Rohan was born with Auditory Neuropathy Spectrum Disorder (ANSD). Passing his newborn hearing test, he wasn't diagnosed until he was 3 1/2 years old and had late access to technology.

One of the important aspects to us is the in-house Speech and Language team and Audiology department. Rohan could not speak before going to school and we felt strongly that a mainstream school would not be the right setting for him as he was learning to listen and talk.

Then we found Mary Hare Primary! Our local Teacher of the Deaf and county council were very supportive as we worked out the EHCP. Rohan visited the school's Little Hares toddler group and had a pre-school assessment. We want Rohan to reach his full potential and understand his deaf culture. The offer of a place was readily accepted.

Now in Year 2, Rohan loves school. Not only does Mary Hare provide Rohan with an outstanding education, but the school support our family and go above and beyond to ensure pupils have all the support they need at school and at home. There are parent workshops, parent library visits, weekly family assembly, cooking and gardening clubs, online maths games and great extracurricular trips. All wrapped around the school day which takes place in a modern building within a beautiful setting of 120 acres of rolling grassland.

As parents we no longer feel like we are surviving and fighting for our son. Every family we have met at Mary Hare has a story, a battle, a reason they chose the school. As a hearing family with some BSL skills we are also able to widen our social circle and meet Deaf families who have also chosen an auditory approach for their child.

You have made the first step and picked up the prospectus; if you choose Mary Hare Primary School for your child, they will thrive in an environment literally made for them!

Hopefully we shall meet you at the school gates soon!

Yours faithfully  
Rohan's Mum and Dad





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

# Our Learning Approach

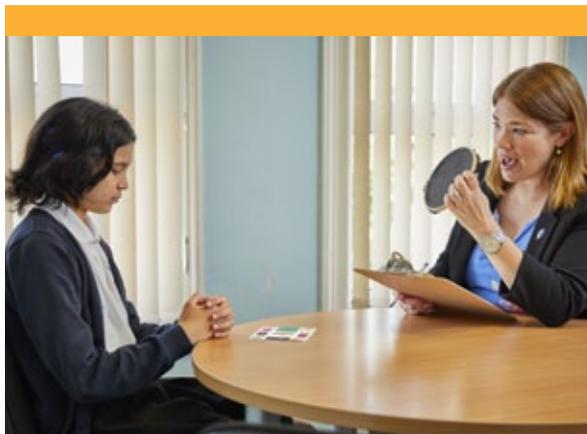
**We know how important it is to achieve a balance between the social and academic development of our students. We believe students need to be happy and confident in order to be able to achieve their full potential.**

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 students 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 student'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 specialist Teaching Assistants and the Residential Care Team to support the student'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 students as they prepare for life after Mary Hare. We provide programmes to support student's understanding the language of driving theory, preparing them for university and can assist them with the learning of communication skills and functional strategies for scenarios such as interviews.

# Audiology



**We have an Audiology team who are based on site and provide support to our staff and students with both personal and educational amplification.**

## Audiology

Our Audiology department is equipped with modern facilities and the team are available throughout the school day to provide hearing assessments, take ear mould impressions, perform wax removal and maintain students' equipment. They also liaise with families and local hospitals to support students while they are at school. This means that your child will not have to miss valuable time at school to visit a clinic. Any issues with personal amplification or equipment are referred immediately to the Audiology team. They also support students throughout the cochlear implant process and any students undergoing ear related surgeries.

Our Audiology team works closely with student's local Audiology departments as well as hosting the Royal Berkshire Hospital Audiology clinic on site twice a month. They also work closely with most of the Cochlear Implant Centres in the UK. Being onsite ensures a close working relationship with Speech and Language, Medical and Residential Care in addition to the teaching staff.

## Support after Mary Hare...

As students prepare for their next steps after Mary Hare, whether it is to go into University, College, Apprenticeships or work, our Audiology department will offer guidance to all students on the equipment and support they need through the Audiology Leaver's project.

## Group Hearing Aid

Our unique Group Hearing Aid system has been upgraded throughout the school. Developed at Mary Hare School by our Audiology team, it is an invaluable teaching tool. The Group Hearing Aid enables all students to hear their peers and themselves as well as the teacher. This is achieved through all students having a microphone as well as the teacher. The sound is then rebroadcast through the Juno soundfield system as well as being streamed directly to the student's personal amplification. This, along with the horse-shoe shaped desk arrangement and acoustically treated classrooms, maximise their learning and listening.

The 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 a Specialist Teacher and Assessor who is able to support students with Dyslexia and ADHD. 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 students 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, a climbing wall and mental health awareness activities. 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.

“ Many say that when they arrived here for the first time, they felt like they belonged and were able to meet children and adults who understood them well. ”

OFSTED 2025

# 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 students' 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 Residential Care, to ensure the students 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 students 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.

Students 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 student achievements and the Principal recognises extra special efforts or achievements with a commendation. Daily assemblies are student 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.

“Pupils are proud to show their school values of ready, respectful, safe and successful. The school has high expectations for how well pupils will conduct themselves and learn. Pupils know why it is important to work hard and be kind.”

OFSTED 2025



# Meet Adah

## A Day in the Life of a Year 7

*"I'm Adah and I am in Year 7. The best thing about Mary Hare is the friends and the people I've met. I'm really grateful to be here."*



### **How did you feel when you started in Year 7?**

I felt nervous because I didn't know if I'd make any friends. It's a big change from what I was used to at primary school, but I was mainly just excited. When I came to visit Mary Hare with my family and looked around, I thought it was a pretty cool school and now I'm here, I can confirm that it is!

### **You also board at Mary Hare School, what is it like? Can you tell us about your morning routine?**

My first week I was super homesick, but now, Mary Hare feels like my second home.

Most mornings I'm already awake when Alisa or Laura come to wake me up at 7am so I get up and have a shower before having breakfast. I usually have toast, but we have pancakes, eggs, pain au chocolat, yogurt, fruit and we have a cooked breakfast once a week.

After breakfast I make sure my room is tidy, and then I can have my mobile phone to call my parents, just to say 'hi' before walking to school.

The staff are all super nice and they organise a lot of different activities to do so you're never bored. Laura's my keyworker and we talk about a lot of different things, making sure I'm okay and talk about my targets. I can always talk to staff about anything and they help me. They helped me settle in when I first started, they help me with my prep (homework) and they're just nice people to talk to.

### **During your school day, which lessons do you enjoy?**

I have a lot of different subjects now and it's difficult to pick a favourite. I like them all really. They are interesting and fun.

### **Once your school day has finished, what do you do in the evenings?**

Sometimes I do arts and crafts. Or we go into the woods and build dens and look for buried treasure, which is fun. We bake with Megan, and Wellbeing, which is yoga, singing and dancing and meditating, but not at the same time. We sometimes meet Mr Askew and his family, and take the goats, Delilah and Maisie, for a walk! We do a lot of fun things, we're super lucky.

# 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	Design and Technology
Computing	Art
Music	History
Geography	Religious Studies
French	PE
PSHE	Performing Arts



## 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	Citizenship & Work Related Learning (non-examined)
Science	Mathematics
Religious Studies (non-examined)	PSHE (non-examined)

### Additional Subject Options

Business Studies	Child Development
Computer Science	Dance
Construction	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)	Sports Coaching

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.

*Subjects are correct at the time of print 03/26.*



# Sixth Form

**We have a vibrant Sixth Form and we offer students a wide range of subjects across A Levels, BTECs and 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.

Music Technology	Computing
Business Studies	Sports Coaching
Performing Arts	

## 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 Leila

# A Day in the Life of a Sixth Former

*"My name is Leila and I am currently in Year 12. I joined Mary Hare in Year 7."*



### **What does your morning routine typically look like?**

My morning routine; some days I wake up early and have a wash, then have breakfast, and relax with whatever time I have before school. Form then starts at 8.40am

### **Tell us about the subjects you are currently studying?**

I am studying Psychology, Maths and Biology. Psychology has new and interesting topics, Biology is fun and more detailed, Maths is interesting to me and I like figuring out the answers.

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

After school I get to join in with swimming, boxing, gym, and I help out in youth club. Other hobbies I have are reading and a tiny bit of embroidery.

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

In the evenings I spend my time going to clubs, calling family, completing my prep and relaxing.

### **What is boarding in Sixth Form like?**

Boarding in Sixth Form is fun and I enjoy spending time with friends. It gives me a lot of independence such as cooking or organising my own laundry.

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

I am soon going to receive lots of support from different parts of school, which will help when applying for jobs, courses I might be interested in, and any support I might need once I finish my studies.

### **What is your proudest moment during your time at Mary Hare so far?**

One of my proudest moments at Mary Hare was winning the Jack Askew Prize for Science at Speech Day.

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

I am keeping my options open but I am currently exploring an apprenticeship or going into work. When I finish at Mary Hare I'm hoping to get a good and stable job.





## **Residential Care at Mary Hare School**

# Our Residential Houses

**Making the decision to board is a huge step. We pride ourselves on our holistic approach, and our Residential 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.**

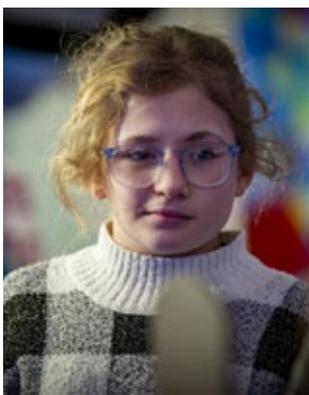
## Bradbury House

This is our Year 7 residential boarding for boys and girls who are beginning their Secondary School journey. Our Residential Care team 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.



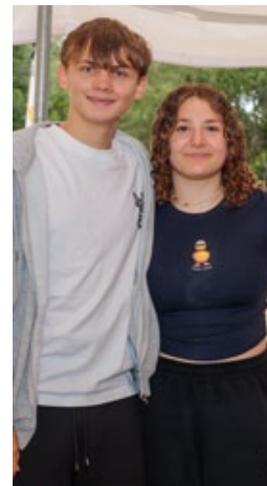
## Mansell and Adelaide House

Mansell House and Adelaide House are where the Year 8, 9 and 10 students reside. Residential Care put in place a safe and consistent approach as this is a key time for young people to navigate friendships and develop their independence. During the later stages they 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

Our Sixth Form is made up of four vibrant houses, each with its own cosy lounge and kitchen - ideal for relaxing with friends, revising together, or preparing a favourite snack. There is also a larger shared communal space and kitchen, offering a balance between independence and community living.

Sixth Form at Mary Hare is all about preparing young people for adulthood and life beyond school. Alongside academic success, there is a strong ethos on developing essential life skills that will help build confidence and independence.



“ There is a highly inclusive culture across the school ... This helps children to make important connections with their peers in the school and in wider society. ”

SOCIAL CARE OFSTED 2026  
(OUTSTANDING)

“ 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

# 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 offsite in the local community, including swimming, boardgames, the gym, football, cooking, plus organised activities planned within the residential houses.

Weekend trips can range from local trips to the cinema or shopping in Newbury to trips further afield such as theme parks and go-karting. Our young people are able to request the activities and trips that they would like to join.



“ Children make substantial progress in the residential provision. For many children and their families, the process of moving to the school has a transformative impact on their lives. ”

SOCIAL CARE OFSTED 2026 (OUTSTANDING)

## Mary Hare Youth Club

Mary Hare Youth Club is a welcoming space to socialise in the evenings, with activities organised through the student led Youth Club Committee and our Residential Care team.

Our Youth Club hosts games such as Dungeons and Dragons, quizzes, boardgames, dance mats and karaoke, and is also used to celebrate birthdays and end of term parties.

We are proud to work alongside other youth clubs in the local area, which gives our young people the opportunity to engage with hearing peers and share interests, cultural awareness and pride in diverse backgrounds.

Our Youth Club plays a big role in many of our young peoples' 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 social skills as they interact and volunteer in a safe environment.



# 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/events](http://www.maryhare.org.uk/events)



Or scan the QR code here

## Secondary 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 residential 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, please let us know. We will guide you through the process, alongside your own Representative (if appropriate). We highly recommend seeking support from NDCS, IPSEA, SENDIASS or other professional body for independent advice and support. We will support you as a witness at the tribunal.

## 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 information, which goes into greater detail about the process with additional guidance to support your application process. You can find this online at:

**[www.maryhare.org.uk/admissions/entry-and-funding-procedure](http://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](mailto:admissions@maryhare.org.uk)

Or book online at

**[www.maryhare.org.uk/admissions/arrange-a-visit-or-book-an-assessment](http://www.maryhare.org.uk/admissions/arrange-a-visit-or-book-an-assessment)**



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 13 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.

# Looking Ahead to the Future



## Neve

I completed my A Levels in Biology, Chemistry and English Literature at Mary Hare School, and I am now studying Veterinary Medicine at the University of Nottingham Veterinary School.

### What helped you decide what you wanted to do?

When I was in Year 7, I decided that I would love to be a vet. Since then, this has been my focus and it really helped motivate me to work hard for my GCSEs and A Levels.

### What support did you receive at Mary Hare School?

The staff were incredibly supportive in helping me achieve my university offers. They gave me interview coaching, supported me by reviewing my personal statement. They helped me to understand what equipment and support was available but also allowed me to make the final decisions on what would suit me best.

### How did you find the transition into university?

The transition from Mary Hare into university was made significantly smoother by the support provided within Sixth Form and Residential Care. Mary Hare made sure that I understood student loans, signing house contracts, and advocating for myself.

### What aspects of your course are you enjoying the most, and why?

I really enjoy our practical sessions as they consolidate our learning from lectures. We also do Clinical Relevance which is small group working through a case to see how the theory applies in a real case.

### How would you describe your overall journey?

I am very proud of myself to now finally be on a Veterinary Medicine course and on my way to becoming a vet. I am really grateful for my time at Mary Hare as it has allowed me to achieve my dream career which wouldn't have been possible without their support.



## Sam

After completing my studies at Mary Hare School I am now an apprentice lines person with SSE, the electricity network company.

### What does your apprenticeship involve on a day-to-day basis?

I am in the reactive team, so we do different jobs in different locations every day. I spend the day with experienced lines people going to different jobs on the network, to inspect the network, fix faults and help customers. I do training at the SSE training centres and will also be going to an industry college in Somerset.

### When did you first become interested in the subject/apprenticeship you're pursuing now? Why did you choose it?

I did work experience in Year 10 with an electrical firm in Newbury which I enjoyed, and this got me interested in working in the electricity sector. I wanted an apprenticeship with a big local company as I knew I would learn a lot and I would be supported. I look forward to progressing with my training so I can take on more tasks – we have to be professionally trained on each task before we can do it.

### How did Mary Hare School or Sixth Form help you prepare for life after school, academically and personally?

The Careers team helped me research companies and prepare for interviews. My teachers helped me in my subjects and to get good results which was important to give me the best chance of getting an apprenticeship. Speech and Language helped me prepare for communicating in a hearing world.





**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 students 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 students, 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*

Arlington Manor  
Snelsmore Common  
Newbury  
Berkshire RG14 3BQ  
[www.maryhare.org.uk](http://www.maryhare.org.uk)  
01635 244 200

   @MaryHareSchool