



PARENT HANDBOOK

2026–27

Securing the future for deaf children and young people



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Mr Robin Askew
Principal

Welcome back to Mary Hare School. Whether you are a new pupil joining us this academic year, or a returning pupil, I'm delighted to be able to develop our relationship as your child progresses their academic, social and emotional journey with us.

We want to be a school where pupils are empowered and aspire to achieve their ambitions. Successful outcomes are achieved through effective working relationships and it is important that we maintain a united approach that benefits your child's growth and development. Communication is key to our success and I encourage you to liaise with residential care staff, teachers, teaching assistants and wider teams who are here to support your child's education.

Please take the time to read through this document as it holds the most up to date information. We have included key contact information if further questions arise.



Mr Tim Polack
Chair of Governors

On behalf of the Board of Governors, it is my pleasure to welcome you back to Mary Hare. As you will know, we work closely with Robin and his team to support them and to encourage them continuously to review and build upon all of their great successes with the deaf children in their care.

We hope that your partnership with Mary Hare staff is successful, but there are mechanisms within key policies for you to be able to contact us and to raise issues if you need to.

We look forward to another happy and successful year for you and your child at the school.

Our Vision

Securing the future of deaf children and young people.

Our Mission

Mary Hare transforms the lives of deaf children and young people by offering them a highly specialist teaching and learning environment where they develop their understanding and use of English and achieve their full potential. The School supports them to increase their confidence and self-esteem and the resilience they will need to succeed on leaving school. Pupils are educated in a safe and happy environment where friendships can flourish.

Welcome from the PTA



Our PTA – A Community We’re All Part Of

Our PTA is a friendly, welcoming group of parents from across both the Primary and Secondary school, all coming together with a shared aim – to support and enhance the experience of our students.

Every parent is automatically part of the PTA, which means it truly belongs to all of us. Whether you have lots of time or just the odd hour to spare, there are many ways to get involved and make a difference.

We meet once a month (either virtually or face to face) to plan events, share ideas and look at how we can support both students and teachers. But being part of the PTA doesn’t mean attending meetings – it’s about contributing in whatever way works for you.

This year, we’re focusing our fundraising on some exciting and meaningful projects, including those that provide enrichment opportunities for students.

We know life is busy, so any support – big or small – is hugely appreciated. You might choose to:

- Volunteer at an event
- Donate prizes
- Share fundraising ideas
- Help behind the scenes
- Or simply come along, get involved and enjoy it

Most importantly, it’s about being part of something positive, connecting with other parents, and having a bit of fun along the way. Keep an eye out for updates and upcoming events via the PTA Newsletter and school communications.

Key Committee Members

Rob Thomas	Chair
Jennifer Loten	Secretary (<i>retiring October 2026, position then vacant</i>)
Sarah Mussett	Treasurer
Michelle Fellows	Communications and Media
Ella and Gareth Holloyway	Key Contributors

If you would like to get involved in any of the ways mentioned above then please contact us at: pta.maryhare@gmail.com

Behaviour Expectations

Mary Hare School prides itself on developing each individual as a valued member of the school community. We want all students to make excellent progress, develop essential life skills and to contribute positively to our school and the wider community.

Our mantra is for all students to *Set your sights high*.

High standards of behaviour are expected at all times and we share 4 core values which we ask everyone in our community to follow.

Ready • Arrive on time to registration, to all lessons and any appointments • Have all the correct equipment you need to support learning • Take a responsible role in learning and the wider school community • Wear your school uniform with pride and follow the dress code in the 6th form • Always respect your house and other boarders and care for and keep clean and tidy your personal space and communal areas. • Follow the routines of the boarding house	Safe • Show consideration for others • Move calmly around and within school buildings • Support others to be able to use computers and phones appropriately and keep yourself safe online • Follow the instructions of staff at all times • Be where you are expected to be
Respectful • Treat others with kindness • Come to school appropriately dressed • Maintain and take pride in the School and boarding environment – care for the place where you live and work • Promote the school’s good reputation in the wider community by showing our values • Listen to others • Allow others to learn	Successful • Give your best in all situations • Take up opportunities for personal and growth and learning • Maintain a growth mindset – believe that your skills and abilities can grow and change • Take responsibility for your actions and understand the consequences of them • Work to the best of your ability in all lessons

Further information about our behaviour expectations can be found in our behaviour policy and Boarding & Residential Care House Handbooks, and we encourage parents to familiarise themselves with these and discuss with their child.

Secondary School Term Dates 2026–27

2026

Staff Training Days Tuesday 1st and Wednesday 2nd September

1st Autumn Term begins	Thursday 3rd September Pupils return from 8am
1st Autumn Term ends	Friday 16th October School finishes at 1pm <i>Year 11 Options Fair in the morning</i> <i>Years 11, 13 and 14 parent consultations in the afternoon</i>
2nd Autumn Term begins	Monday 2nd November Boarding pupils can return between 2pm – 9pm on Sunday 1 st November
2nd Autumn Term ends	Friday 18th December School finishes at 1pm

2027

Staff training day Monday 4th January

1st Spring Half Term begins	Tuesday 5th January Boarding pupils can return between 2pm – 9pm on Monday 4 th January
1st Spring Half Term ends	Friday 12th February School finishes at 3.30pm <i>Year 9 Options in the morning and parent consultations in the afternoon</i>
2nd Spring Half Term begins	Monday 22nd February Pupils can return between 2pm – 9pm on Sunday 21 st February
2nd Spring Half Term ends	Wednesday 24th March <i>Years 9, 11 and 13 finish at 3.55pm</i> Thursday 25th March <i>Years 7, 8, 10 and 12 off timetable all day for parent consultations</i>
1st Summer Half Term begins	Monday 12th April Boarding pupils can return between 2pm – 9pm on Sunday 11 th April
1st Summer Half Term ends	Friday 28th May Sports Day - School finishes at 3.30pm
2nd Summer Half Term begins	Monday 7th June Boarding pupils can return between 2pm – 9pm on Sunday 6 th June
Academic Year ends	Tuesday 9th July School finishes at 3.30pm

PLEASE NOTE

The School's Open Day will be held on May Day – **Monday 3rd May 2027** – which is a normal school day. Attendance is compulsory.

Exeat Weekends and Saturday School

Exeat Weekend dates for pupils who are required to return home for a weekend during term time.

These are weekends once a Half Term when most pupils return home. Although it is not a closed weekend most children go home or to friends' houses leaving reduced numbers at school. If this is the case the weekend activities arranged may be more limited.

There are two exeat weekends a year when the school is closed because of Training School for Teachers of the Deaf.

The Exeat Weekends for 2025-26 are as follows:

2026	2027
26th - 27th September	23rd - 24th January
21st - 22nd November	13th - 14th March
	8th - 9th May
	19th - 20th June

Saturday School for Year 11 students

Every year, all year 11 pupils are provided with a 'Saturday School' schedule which enables pupils additional opportunities to work closely with their subject teachers. Please see above the dates for each 'Saturday School'. Your child will be able to tell you which option subject they are doing in each pool.

Attendance is essential, unless in exceptional circumstances, from 9am – 3pm on each of the days. Subject teachers use this time to work on extended pieces of coursework, project work, an in-depth study of a particular area of curriculum content, preparation for upcoming assessments/field trips. All of which, might not be possible during the normal school schedule.

The English Department will be running after school revision session throughout the year. We hope you will work with us to ensure your child can attend each date to have the best opportunities to reach their potential in all their subjects.

Saturday 19th September 2026	English (all pupils)
Saturday 10th October 2026	Option A: Child Development, Food Technology, Sports Coaching, Textiles and Triple Science. <i>(NB There is no Saturday School for Intervention)</i>
Saturday 14th November 2026	Option C: Fine Art, Engineering and Photography. <i>(NB There is no Saturday School for Computer Science, History and Intervention)</i>
Saturday 16th January 2027	Option B: Drama, Design Technology and Photography <i>(NB There is no Saturday School for Construction, Geography and Intervention)</i>
Saturday 6th February 2027	Option D: Dance, Graphics, Media Studies and Music <i>(NB There is no Saturday School for BTEC Business, Computer Science, French or Intervention)</i>
Saturday 20th March 2027	Science (all pupils)
Saturday 24th April 2027	Mathematics (all pupils)

Key Members of Staff & Useful Contacts

You may need to know which staff will have more contact with your child. This list is correct at the time of printing, but during the year it may alter if there are staff changes. A full list of staff is available if you contact the office.

School Office	schooloffice@maryhare.org.uk
School Reception	01635 244200
School Reception (text)	07900 265250
Absence	absence@maryhare.org.uk
DSL	safeguarding@maryhare.org.uk

School Leadership Team

Mr Robin Askew	School Principal	r.askew@maryhare.org.uk
Miss Emma Kennett	Vice Principal (Pastoral Care) Designated Safeguarding Lead	e.kennett@maryhare.org.uk
Mr Christopher Adams	Vice Principal (Curriculum)	chris.adams@maryhare.org.uk
Mrs Rachel Carr	Assistant Principal (Progress and Attainment)	r.carr@maryhare.org.uk
Mrs Katherine Clements	Assistant Principal (Inclusion and Therapies)	k.clements@maryhare.org.uk

Key Members of Staff & Useful Contacts

Heads of Faculty

Mrs Z Power-Silson	Head of English	z.power-silson@maryhare.org.uk
Mr C Allum	Head of Maths	c.allum@maryhare.org.uk
Mr J Bruno	Head of Science	j.bruno@maryhare.org.uk
Dr K Robinson	Head of Business, Computing & Media	k.robinson@maryhare.org.uk
Mrs A Brooke-Wavell	Head of Humanities	a.brooke-wavell@maryhare.org.uk
Mr J House	Head of Technical Services	j.house@maryhare.org.uk
Miss P McKenna	Head of Creative Arts & Technology	p.mckenna@maryhare.org.uk

Heads of Year

Mrs Jane Allum	Head of KS3	j.allum@maryhare.org.uk
Miss Michelle Flannery	Head of KS4	m.flannery@maryhare.org.uk
Ms Liz Fox	Head of KS5	l.fox@maryhare.org.uk

Pupil Support

Audiology	Head of Audiology - Lynne Gambles	l.gambles@maryhare.org.uk
Speech & Language Therapy	Head of Speech and Language Therapy - Sarah Wilkins	speechtherapymanagers@maryhare.org.uk
SENCO	Anne-Marie Martin	senco@maryhare.org.uk
Wellbeing Team	Charlie Hadley, Nicky Mercer, Helen Farthing	mhwellbeing@maryhare.org.uk
Pastoral Behaviour Support Officer	Liz Fox	l.fox@maryhare.org.uk
Governors		governors@maryhare.org.uk

Key Members of Staff & Useful Contacts

Residential Leadership Team

Sarah Stefano	Director of Residential Care
April McEniry	Head of Residential Care Operations
Emily McEwan	Assistant Head of Residential Care

Residential Care Team Leaders

Alisa Dellow	Senior Team Leader Bradbury House
James Croll	Senior Team Leader Mansell House
Stuart Huntley	Senior Team Leader Murray House
Chantele Adams	Senior Team Leader Wroughton Centre
Mollie Fisher	Team Leader Bradbury House
Louise Osborn	Team Leader Mansell House
Helen Kendall	Team Leader Murray House
Kat Cooper	Team Leader Wroughton Centre

Contact details for Residential Care Staff can be found in the relative Boarding & Residential Care House Handbook

School Nurses

Ms Dana Smith	Head School Nurse
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The School Nurses can be contacted by email at Medical-Centre@maryhare.org.uk

Boarding Houses

Bradbury House	
Contact number	01635 224272
Mobile number	07771776647
Email	bradbury@maryhare.org.uk

Mansell House	
Contact number	01635 244239
Mobile number	07787578912
Email	mansellhouse@maryhare.org.uk

Murray House	
Contact number	01635 244313
Mobile number	07876824496
Email	murrayhouse@maryhare.org.uk

Wroughton Centre - Sixth Form	
Contact number	01635 244253
Mobile number	07900265251
Email	wroughtoncentre@maryhare.org.uk

The School Day

School Timetable

- The school day runs from 8.40am – 3.55pm (3.30pm on Fridays to allow for train and travel).
- There is a 20-minute break in the morning and 55 minutes for lunch.
- There is a 10-minute form period in the morning for registration, hearing aid checks and the handing in of prep (homework).
- The school operates on a two-week timetable.

	8.40am - 8.50am Registration	8.50am - 9.55am Period 1	Break	10.15am - 11.20am Period 2	11.20am - 12.25pm Period 3	Lunch	1.20pm - 1.45pm Form Time	1.45pm - 2.50pm Period 4	2.50pm - 3.55pm Period 5	Tea	4.15pm Prep
Monday							Whole School Assembly				
Tuesday							Years 7,8,9 Assembly				
Wednesday							Years 10, 11 Assembly				
Thursday							Sixth Form Assembly				
Friday							1.10pm - 1.20pm Form Time	1.20pm - 2.25pm Period 4	2.25pm - 3.30pm Period 5	3.30pm Back to houses	



Uniform

School Uniform Policy and Guidance

If you are in any doubt about what is/is not permitted, please check with the school beforehand.

Mary Hare School is a 'uniformed' school. Therefore, there is a clear expectation that pupils attending Mary Hare School will wear the full uniform, will wear it appropriately and that this expectation will be supported by parents.

Our policy is based on the notion that a school uniform:

- Promotes a sense of pride in the school
- Gives a feeling of community and belonging
- Is practical and smart
- Identifies the children within the school
- Is not distracting in class (as fashion clothes might be)
- Makes pupils feel equal to their peers in terms of appearance and financial circumstances
- Is regarded as suitable and good value for money, by most parents

Uniform is worn by pupils in Years 7-11. A dress code operates for Sixth Form students - please refer to the Sixth Form handbook.

We use a recommended supplier for branded items. The school office can supply the school tie.



Uniform

Jewellery

You are only allowed:

- 1 small stud in one/both ears
 - N.B: If ears are pierced, pupils must remove earrings for PE and swimming
 - N.B: No other piercings are permitted
- 1 fine neck chain. (tucked away)
- A watch - This may need to be removed for certain lessons at the teachers' discretion
- No smartwatches
- You can wear a plain coloured headband or clips in navy, blue and black

This may need to be removed for certain lessons at the teacher's discretion.

You can wear a plain coloured headband or clips in navy blue and black

Makeup and Nail Varnish

Makeup:

- Students are only permitted to wear light, unnoticeable makeup.
- The school will advise students to remove makeup if it deemed heavy.
- Students are not permitted to wear false eyelashes.

Nails:

- Nails must look natural in length and colour. False nails can cause serious injury to both the student who has them and to others so acrylic/false nails are not permitted.
- Nails should be kept trimmed to a reasonable length to avoid such injuries.
- Nail varnish is not permitted, and the school will provide nail varnish/polish remover.

Hair:

- Hair should be of reasonable length and style. There should be no extremes of colour or style.
- No patterns, letters or similar should be shaved in the hair.
- The school recognises and respects any cultural, ethnic and religious hairstyles
- Restrictions will be applied fairly and proportionately and will not discriminate against any group

All belongings must be named.

Sixth Form Dress Code



Approved Clothing List

Trousers

- Chinos
- Suit trousers or similar smart trousers
- Black carpentry trousers (for vocational subjects)
- Black jeans (no rips or fading)

Skirts and Dresses

- Smart skirts (mid-thigh length or longer)
- Smart maxi skirts
- Smart dresses (mid-thigh or midi length)

Tops

- Smart shirt or blouse
- Plain polo shirt
- Smart long-sleeve tops (no logos)
- Smart round neck/ v-neck jumper (no logos)

Footwear

- Smart black or brown shoes
- Smart black or brown boots
- Black trainers (must be polishable; logos must be black)

Vocational subjects: Grey sweater (Branded) from Hawkins Sports - For all other items of clothing, please check with James House (Head of Vocational Subjects) what is suitable for your particular vocational subject:

j.house@maryhare.org.uk

You have more independence in what you wear but must follow the school dress code and act as a role model.

- Wear **smart, clean clothing** (no rips, holes, or see-through items)
- Dress appropriately for a **school environment** (no crop tops, short skirts, or low-cut tops)
- **No hoodies, no jogging bottom, blue jeans, leggings, shorts, mini skirts, low-cut dresses, no t-shirts, no tops with logos, no flip-flops or sliders**
- Remove outdoor clothing indoors
- Subject-specific uniform (for example, PE) is worn for those lessons only

PE Kit (Games Lessons)

- Black shorts
- Mary Hare Blue PE Top (branded or non-branded)
- Navy Blue football socks
- Football boots and trainers
- Swimming costume (no bikinis)
- Midlayer - Navy/amber (optional)

Other Recommended Items

- Outdoor waterproof coat
- Tie

Hair, jewellery and appearance:

- Keep makeup natural
- No extreme hairstyles or bright/multi-coloured hair

Jewellery limited to:

- One small stud per ear
- A watch
- One necklace
- No other piercings or tattoos visible

If you are unsure about an item, check with a member of staff, or refer to the policy.

Uniform and Equipment Supply List

Daywear Uniform		Colour	Place of purchase
Blazer	Compulsory Branded	Black	www.hawkinsport.co.uk
V-neck Jumper	Compulsory Non-branded	Black	www.hawkinsport.co.uk or any other department store
Blouse/Shirt	Compulsory Non-branded	White	www.hawkinsport.co.uk or any other department store
A-line skirt (knee length)	Compulsory Non-branded	Black/Dark grey	www.hawkinsport.co.uk or any other department store
Trousers	Compulsory Non-branded	Black/Dark grey	www.hawkinsport.co.uk or any other department store
School Tie	Compulsory	House colour stripes	Available to purchase from the School Office
Shoes	No trainers or shoes with logos	Black	Any department store
Socks/Tights	Compulsory Non-branded	White/black or grey socks/plain tights (flesh coloured or black)	Any department store

A coat can be worn outside in the colder weather

Sports Wear

Polo Shirt	Compulsory Branded	Blue	www.hawkinsport.co.uk
Midlayer	Compulsory Branded	Navy/Amber	www.hawkinsport.co.uk
Shorts (Games shorts)	Compulsory Non-branded	Navy	www.hawkinsport.co.uk or any other department store
Track trousers	Compulsory Non-branded	Navy	www.hawkinsport.co.uk or any other department store
Socks	Non-branded	White	www.hawkinsport.co.uk or any other department store
Trainers	Non-branded	Any	Any department store
Swimwear (no bikinis)	Non-branded	Plain	www.hawkinsport.co.uk or any other department store
Swimming Goggles	Non-branded	n/a	www.hawkinsport.co.uk or any other department store
Swim Hat	Non-branded	Plain	www.hawkinsport.co.uk or any other department store
Football Socks	Non-branded	Blue	www.hawkinsport.co.uk or any other department store
Shin-Pads	Non-branded	Any	www.hawkinsport.co.uk or any other department store
Football Boots	Non-branded	Any	www.hawkinsport.co.uk or any other department store

Second hand items of school uniform can be purchased through the PTA. The PTA organises uniform sales at key events during the school year such as Sports Day and can also be contacted independently for specific uniform requests. pta.maryhare@gmail.com

The PTA will publish uniform sale dates with key events at the start of the year on the school website.

Equipment

School Bag

Unlike Primary School where pupils have most of their lessons in one classroom, your child will be moving around the school multiple times in the school day. Pupils are responsible for ensuring that they bring the correct equipment they need for the day, for example, their P.E. kit. They need a strong bag in which to carry books and other things but their school bag should not be too large or it will be heavy when full.

Stationery and Equipment

In order to be 'READY' to learn, we expect pupils to provide their own equipment to enable them to carry out their work.

Pencil case checks will be completed by form tutors regularly and pupils without the correct equipment may be given a consequence. We would encourage parents to check with their child during weekends and school holidays to ensure missing items are replaced. Coles Diner, the youth club on the school site, will sell basic stationery items and pupils may purchase things they need from there during the school week.

Equipment required for the start of every term

- Black or blue ball or rollerball pens
- Pencils
- Pencil eraser
- 30cm ruler
- Scientific calculator
- Glue stick
- White board pen
- White board eraser
- Purple pen
- Water bottle

You may be asked to provide subject specific items of equipment, such as for Design & Technology and Art subjects.

Please note: Mobile phones are not permitted during the school day for students in Year 7 - 11.

Sixth Form students can only use a phone in JC Hall. At all other times it should be in school bags or handed in.

School Life

PSHEE

As a part of your child's education at Mary Hare, we promote personal wellbeing and development through the Personal, Social, Health and Economic Education (PSHEE) curriculum. The subject aims to give young people the knowledge, understanding, attitudes and practical skills to prepare them for adult life. Topics include financial awareness, healthy eating, emotional wellbeing, smoking, alcohol, drugs, life skills and relationships and sex education (RSE).

PSHE education will be taught throughout the school and will be monitored and reviewed regularly by the staff to ensure the topics are appropriate to the age and learning ability of our students. Below there are examples of topics that will be covered within the RSE lessons:

- Healthy relationships to include friendships and intimate relationships
- Growing, changing and puberty
- Changing feelings and mental wellbeing
- Becoming more independent
- Keeping safe and consent

Pupils will also have opportunities to ask questions which help prepare them for relationships of all kinds in the modern world. All PSHE teaching will take place in a safe learning environment and is underpinned by our school ethos and values. Please visit the school's website for more details on the PSHE and RSE Policy or visit the Department for Education's FAQ for parents.

As parents/carers you have the right to withdraw your child from Sex Education taught in PSHE, but not that taught within the Science curriculum. If this were something you were contemplating, we would first invite you to discuss this with ourselves. If you have any queries or would like to see the Scheme of Work, or require any other further information, please do not hesitate to contact us via the school.

Religious Education and Collective Worship

The religious education and collective worship at Mary Hare reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teaching and practices of other principal religions represented in Great Britain. (Arrangements can be made for your child to attend one of the local Newbury churches if you so wish, please discuss with your child's keyworker). You have the right to withdraw your child from religious education or collective worship providing you write to the Principal informing him of your wish to do so.

Music Lessons

Pupils may learn to play a musical instrument from a wide choice and many do so. We offer Drums, Guitar, Singing, Music Technology, Flute, Violin and Brass. There are school productions each year in which all pupils are invited to perform. All pupils will have the opportunity to play a musical instrument in their music lessons but if your child wishes to pursue private music lessons there will be a charge. A letter is sent to all new pupils and the opportunity is given to all pupils to trial different instruments. You can also contact the Head of Performing Arts for more information.

ICT in school

Mary Hare provides computers for pupil to use in teaching classrooms and other areas for the purpose of education. It is important that pupils adhere to the use of ICT rules or they may lose their access.

Each pupil is given a unique username and password that allows them access onto the system and which also provides them with the ability to save their work into their own secure area. This area must be used for educational purposes only. For further information please see the Acceptable Use of ICT Equipment Policy.

Prep

At Mary Hare, all pupils are given homework. We call this prep. The junior pupils (Years 7-9) are given sufficient homework to last for one hour. Pupils in years 7 - 9 will do their prep in their form rooms in school. Prep is supervised in school by Teaching Assistants or a teacher on duty.

Older pupils are given at least 2 hours prep each evening and this is carried out in their own classroom, their boarding house, library, or ICT room. A team of teachers and Teaching Assistants are on duty throughout to supervise each of these areas.

Prep is also given on a Friday and the work must be carried out over the weekend, either at school or at home. A copy of the prep timetable is available on request from the Head of Year. Prep is set on ClassCharts.

Prep Diaries

All pupils are given a prep book at the start of a new year in which they can record notes, reminders and appointments. If it is lost the pupil will need to purchase another from stock at the cost of £2. The prep diary holds useful information about the school day, such as our behaviour expectations and mobile phone and device policy and we require you to understand the agreement between the pupil, home and school. Please read this book with your child.

Class charts

We use a system called class charts to monitor attendance, behaviour and prep. Parents have a unique log in code to be able to access their pupil's record in real time. You will be sent this by the school office if you are new to the school and can request it if you wish to use it but have not yet logged on.

School House System

The house system is an integral part of the school community and all pupils and staff are part of a house.

Arnold = Red

Beverley = Yellow

Braidwood = Blue

Mary Hare = Green

Pupils can support their house by taking part in events such as Sports Day, the Swimming Gala and the Performing Arts House Competition, as well as by being awarded house points daily for demonstrating that they are upholding the school values of Ready Respectful, Safe and Successful.

House points are collected by form tutors at key points in the term and running totals are shared with pupils in whole school assemblies. Prizes are awarded to the pupil or house with the most housepoints. Please refer to the behaviour policy for more information

Please note: This School House Point system is not to be confused with the Boarding House Rewards system.

Prefects

We have a chosen group of students who take up post as Prefects in Years 12 and Year 13 who help organise activities in school across all years, as well as taking on other responsibilities to help the staff at Mary Hare to keep the school running smoothly.

We expect all students to treat Prefects with respect, and we hope that younger students will have ambitions to become a Prefect when they are in the Sixth Form.

Student Council

The student council has been running for some years at Mary Hare. It is run by senior members of staff and attended by elected representatives from each year group and other members of staff are invited to attend if required. It provides an opportunity for student views to be shared and discussed, from changes to food, to eco projects to lockers and uniform. The council has had a positive impact on the pupils, and it is a well-run and respected organisation. Whilst the pupils must understand they cannot have everything on their 'wish list' – many positive changes around the school and houses have resulted from agenda items discussed at these meetings.

Speech and Language Therapy

Speech Therapy sessions at Mary Hare are designed to improve the pupil's vocabulary, understanding and use of spoken language, written language, listening skills, social communication, speech intelligibility and functional communication skills. In school, teaching programmes consider the results of the work of the Speech and Language Therapists, together with any advice that they can offer teaching staff so that language support is carried out co-operatively between them.

Individual Therapy



Each pupil at Mary Hare has their own qualified, lead Speech and Language Therapist who specialises in deafness. The amount of therapy offered is dependent on a pupil's individual needs and the provision outlined in their EHCP. The aim of individual Speech and Language Therapy is to help your child improve their skills in listening, language, learning new words, speaking clearly, and making friends to prepare them for the future. No pupil is taken out of a lesson for individual therapy sessions. Therapy sessions take place after school, during a form time, lunch-time or in intervention lessons. All Sixth Formers who attend therapy are seen during a study period.

The Speech and Language Therapy team will already have seen your child as part of our assessment procedure, but they may do a further assessment during the first term at Mary Hare to set individual targets to be worked on. Speech and Language Therapy contribute to the school's Annual Review report, and this is typically when assessment results are also shared.

Although the selection of your child's individual targets is mainly determined by their performance on assessments, observation, and liaison with staff, your child is also encouraged to identify their own needs through a pupil self-evaluation form and suggest things which they would like to work on in sessions too. Targets are linked to your child's Education, Health and Care Plan outcomes, and they are shared with you, together with an evaluation of your child's progress towards them, at the end of each academic year as well as through Annual Reviews.

We also encourage you to let us know if you have any ideas of skills your child may need support with which could be incorporated into future targets. Please do email your child's Speech Therapist directly or email at speechtherapy@maryhare.org.uk

Group Therapy

Since September 2019 the Speech and Language Therapy team have been working alongside the Maths department at Mary Hare to deliver group therapy programmes to all pupils in Years 7, 8 and 9.

These 65-minute lessons take place once per week (every other for at least two half terms per year) during a timetabled Maths lesson. Each lesson consists of a 20-minute Maths vocabulary starter activity followed by the 45-minute group therapy topic, led by the Speech and Language Therapist.

Speech and Language Therapy *(continued)*

Pupils in our enrichment provisions also have group therapy, jointly delivered with their teacher and a Speech and Language Therapist. This is an all year-round provision.

Year 10 and 11 pupils also typically have some group therapy on functional topics such as interview skills linked to their work experience, and to support their understanding of exam vocabulary.

Where and when

Speech Therapy sessions are held in the Speech Therapy Department which is opposite the main school building. In your child's first week at Mary Hare we will show you them around and help you them settle in.

Special Education Needs



Throughout Mary Hare we have a support network of specifically trained staff to assist students with additional needs. This includes visual impairment or multi-sensory impairment, physical needs, and Autistic Spectrum Disorder. Trained Intervenorers are also available should such a need arise.

At Mary Hare school our SEN team aims to support a wide range of needs in addition to deafness. This includes, visual impairment, physical needs, neurodiverse students and those with additional learning needs.

Our SENCo leads the team of Specialist teaching assistants, who deliver both in class support as well as small group or individual interventions. In addition, we have a qualified Specialist Teacher and Specific Learning Difficulties Assessor, who is able to assess and support students with additional learning needs such as Dyslexia.

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

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 look forward to working with families to obtain the best outcomes for the students.

The contact email address for the SENCO is: senco@maryhare.org.uk

Audiology

Audiology

The Audiology department currently consists of an Educational Audiologist, an Audiology Technician and volunteers. We work with all Teachers of the Deaf and residential care staff across the school to ensure that all students are optimally aided to enable them to access fully and learn effectively in the classroom using their amplification. All students receive an Audiological review, with a hearing test, as part of the Annual Review. Additional hearing tests and speech testing are done as and when needed.

Audiology supports the morning checks completed in form times and operates an 'open door' policy for students to visit with any audiology issues. The Royal Berkshire Audiology clinic runs every Wednesday afternoon. The Audiology department is also open during break times and Prep time to enable students to visit Audiology for ease of access and to ensure as little lesson time is missed as possible. The team welcomes contact with home and seeks to engage in communication with parents, hospitals and other professionals. Otoscopy and ear wax removal are also crucial in promoting good ear health. These are performed in Audiology. They enable ear infections to be detected swiftly which allows students to receive the necessary treatment and be optimally aided quickly.

School Audiology works closely with home Audiology departments as well as the Royal Berkshire Audiology clinic to enable hearing aids to be fixed, adjusted or replaced promptly. To access the Royal Berkshire clinic, students need to be registered with the school doctor. Parental support and communication is appreciated. We are aware that some students do not use personal amplification when they are at home but please ensure that your child returns to school with all their personal amplification. It also helps if students have practiced wearing them ahead of their return to make the transition smoother.

While we oversee the day-to-day Audiological management of your child's equipment during term time, we do recommend that families maintain links with their home Audiology or implant centre, and continue to make an annual appointment with them. This should ideally be during the school holidays so that no schooling is missed. This also enables issues to be fixed locally out of term time.

All cochlear implant tuning will still need to be done by the implant centre. However, remote tuning sessions and online appointments can be facilitated by Audiology.

Repairs

Hearing Aids

When a student first arrives at school, their Phonak hearing aids will be read onto the Royal Berkshire Hospital database at the school clinic. It is vital that Audiology is aware of any lost, broken or non-functioning hearing aids as soon as possible.

Form Tutors and teaching staff work closely with Audiology to support students but we also welcome communication from parents. We will endeavor to fix the issue. However, if we cannot fix the hearing aid at school, a replacement aid will be issued on the Royal Berkshire Hospital clinic. The saved settings will enable the replacement hearing aids to be an exact match to the original aids. The hearing aids may not always be the same colour as the originals but students will be consulted and a best match chosen. If an Oticon hearing aid breaks, the home Audiology department will be contacted and a replacement will be sent to school. Similarly, RESound hearing aid replacements can either be ordered from the Royal Berkshire hospital or the home hospital.

Audiology

Cochlear Implants

Mary Hare works closely with implant centres across the country. Several implant centres visit the school throughout the year. Other centres keep in touch via email, Teams or video/ phone calls. This helps to ensure processors are working optimally. The Audiology department has some spare accessories, however, all students are asked to bring in a set of personal spares which are kept in a named wallet and used by themselves if needed. If used, replacement spares are ordered from the student's implant centre or care provider (Cochlear Care, Advanced Bionics, Med-El Direct). Please ensure that Mary Hare Audiology department is given permission to order replacement parts, on the student's behalf, to enable parts to be replaced. Audiology works with implant centres to support upgrades, routine appointments and students going through the implant process. The Educational Audiologist will also link with families and the implant centre if the student receives a bang to the head or needs a stronger magnet. Please contact the Head of Audiology if you would like more information about this.

Ear Moulds

New ear moulds are made as required. Ear mould impressions are taken within the Audiology department and students can choose from a range of colours. Students are taught how to look after their ear moulds and are expected to take good care of them. New ear moulds are usually required once a year, but this can be more frequent as students grow at varying speeds. Good ear health is encouraged to reduce the risk of ear infections. The impressions are then sent to the Laboratories to be made into ear moulds. The turnaround is usually about a week. Ear moulds are replaced when needed for fit and comfort rather than appearance. Payment for the ear moulds is made by the Royal Berkshire Hospital. Audiology work with the Teachers of the Deaf in the classrooms to manage hearing aid wear and care. Through regular cleaning and regular tubing changes, we can help to keep ear moulds lasting as long as possible.

Amplification in the classroom



Every teaching room within the school has a Group Aid System. The Group Aid is unique to Mary Hare School which enables all students to hear their peers and themselves as well as the class teacher, and therefore valuing pupil voice. Pupils have shared that they like hearing their peers' contributions and that they like their teachers being able to hear their voices.

Our Group Aid consists of a Juno Soundfield system, an amplifier, audio proprietary streams, plus student microphones. Students are then able to connect their personal amplification (hearing aids, cochlear/Auditory

Brainstem implant and BAHAs) wirelessly to the Group Aid which enables them to hear at ear level. This gives a greater signal to noise ratio which enables the listener to hear better over distance by bridging the gap between the speaker and the listener.

All classrooms are set up with a set of microphones which are handed out to each student at the start of the lesson to enable them to make contributions in the class discussion. Students are expected to use and respect the microphones. Audiology manages the Group aid to ensure it is working optimally. If deliberate damage should occur to any part of the Group Aid, the student will be charged for the replacement parts. Finance will send the bill home.

School Progress Reports

We believe that developing positive learning habits is the key to academic success and lays the foundation for future success in the workplace. Therefore, the 'Progress Report' centres on pupils' demonstration and development of key learning habits to reflect the attitudes and actions we expect from our pupils.

All year groups will receive three 'Progress Reports' each year, which reflect teacher judgements on the four core learning habits: **Classwork, Engagement, Organisation and Independent Study**, alongside academic achievement.

Each learning habit is graded 1-4 by each class teacher to demonstrate a pupil's current habits, working towards embedding these effective learning habits. Information on how learning habits will be graded are below:

1 = Embedded	2 = Emerging	3 = Requires Attention	4 = Cause for Concern
The learning habits are well established in the students' routines; they are consistently shown and lead to highly effective learning.	The learning habits are a regular feature of the student's routines and are contributing to effective learning.	The learning habits are inconsistently demonstrated by the student and result in inefficient learning.	The learning habits are rarely demonstrated by the student, and this is having a negative impact on learning.

Below is information of the learning habit expectations for your child and how the teacher will grade them for each learning habit:

Classwork	Engagement	Organisation	Independent Study
Your child: - Engages with all tasks and sees them through to completion. - Actively participates in group or class discussions or tasks. - Answers and asks questions. - Undertakes extension or challenge work set by a teacher to further their understanding.	Your child: - Is respectful to the teacher and peers. - Acts on teacher or peer feedback advice. - Re-drafts, rehearses or refines their work to improve it. - Reflects on the strengths and weaknesses in their work and corrects errors.	Your child: - Ensures they are fully equipped and prepared for learning. - Checks their work to ensure it makes sense, is well presented and complete before submitting or performing. - Formats any notes clearly so they can revisit them and identify key information. - Plans carefully for tasks, breaking them down into steps.	Your child: - Attempts prep in advance of the deadline and asks for help if needed. - Hands their prep in on time. - Uses their notes to revisit key concepts and consolidate their learning. - Undertakes independent self-testing strategies to recall important knowledge.

The learning habit areas form the basis of each report, allowing pupils the opportunity to reflect on their actions in and out of the classroom and set meaningful targets to improve themselves as a learner.

Academic Progress

As part of the Progress Report, we measure pupils' progress against a broad GCSE target range and will report to parents whether their child is Above, Below or at Expected levels towards this. The GCSE target grade range is based on data from Key Stage 2 results alongside a baseline assessment (CAT Test) completed in your child's first few weeks at Mary Hare. These are aspirational and ambitious for all pupils.

School Progress Reports

As your child progresses through Key Stage 3 at Mary Hare and we gather more up to date information on their abilities, the target grade range will be regularly reviewed and amended, where appropriate. This will be communicated with you as parents/carers, as appropriate.

At Key Stage 4 and 5, pupils will have a **'potential'** grade for each subject. This is also based on Key Stage 2 and Key Stage 3 data alongside another CAT test completed at the end of year 9. Once again, the 'potential' grades are aspirational and will be regularly reviewed and amended. We measure pupil's progress towards this via a 'predicted' grade, which states what their current attainment level in that subject (GCSE or vocational).

This is a framework that will inform pupils and parents/carers of strengths and areas for development, whilst enabling teachers to clearly monitor pupil progress throughout the year.

Year	Month	Parents' Consultation Day
7	October 2026 (settling in report) January 2027 June 2027	25 March
8	December 2026 March 2027 May 2027	25 March
9	November 2026 February 2027 May 2026	12 February
10	November 2026 February 2027 June 2027	25 March
11	October 2026 December 2026 (Mock Exam certificate) February 2027	16 October
12	December 2026 March 2027 June 2027	25 March
13/14	December 2026 March 2027 (Mock Exam certificate)	16 October

Parent Consultation Day

Once a year, parents are invited to attend a day where they can meet teachers and other members of staff. The school office will send out a list of your child's subject teachers in advance for you to indicate whom you wish to see.

We understand that for some families who must travel a great distance that this may not be feasible, and we endeavour to arrange meetings with parents where possible at other times during the year. Please contact the Head of Year who can co-ordinate arrangements for you if this is needed, however during these times normal teaching will be taking place and staff you wish to see may have other commitments and be unavailable.

Pastoral Care

At Mary Hare we are proud of our Pastoral care and Wellbeing support of all our students. We aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both whole school approaches and specialised, targeted approaches aimed at vulnerable students. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health or pastoral care concerns.

The Pastoral Care Team comprise of members throughout the whole school community including:

- Safeguarding Lead
- Heads of Years
- Heads of Residential Houses
- School Nurse
- Speech and Language Therapist
- Heads of PSHE
- Wellbeing Team
- Audiologists

We meet formally twice every half term to speak about individual pupils or whole school issues.

Other meetings take place as and when needed. In addition, we have a strong pastoral curriculum in which we work with pupils to discuss Anti-bullying Week, Mental Health Week, Deaf Awareness, Consent, Drugs and Alcohol and other issues. We use external agencies to support our work and are able to refer individuals for support where necessary



Wellbeing Team

We have a dedicated Wellbeing Team at Mary Hare. Their role covers from supporting individual students and small groups to whole school activities. They have strong links with the Oxford National Deaf Child and Adolescents Mental Health Service (NDCAMHS) who they meet with once a half term to discuss the caseload and to seek advice if required.

We also have a team of Emotional Literacy Support Assistants (ELSAs). Students, staff and parents can refer to the team. They are trained to recognise and refer to other professionals for specialist support if required, for example CAMHS, arrangement of GP appointments or to refer to our in-house Counsellor. The team are a mixture of hearing and Deaf, some of whom can sign with the students if necessary.

Pastoral Care

Tier 1: General Support for all students

- All students have a Form Tutor who offers 1:1s
- In Care – 1:1 Welfare Plans once a term based on EHCP targets
- Specific lessons on Mental Health and Wellbeing delivered in the PSHE curriculum
- Pastoral Care Team who meet half termly, covers both education and care
- Promoting positive wellbeing with posters, displays, leaflets around the whole school
- Safe Spaces – Quiet Room in school and spaces in the Boarding Houses
- Emotional literacy actively taught in English lessons and Speech and Language Therapy during emotional literacy group and 1:1 therapy sessions
- Assemblies in school and House Meetings in care
- Speech and Language Therapy Support – Deaf Identity Group, SMILE Therapy (Social Communication), Social Thinking using Zones of Regulation, Communication Profiles for school, work experience and transition.
- Audiology Support – work with Cochlear Implant and Audiology Teams, Deaf Awareness and equipment support. Emotional support if considering Cochlear Implant or newly implanted
- In a variety of subjects Mental Health is discussed and positive wellbeing is promoted. For example, History lessons discussion around PTSD in the context of post-World War, PE's the ethos *'We build resilience. Appreciating that failure is important to learning. Positive mindset and reframing failure'*

Tier 2: Individual Support by School Staff

Individual pupils that may require some additional support from school staff:

- Head of Year: monitoring and meeting with targeted students
- Interventions/ conversations with Care Staff around areas such as anger/ self-esteem/ emotional literacy/ differences and diversity/ relationships
- Daily diaries and reflection time with specified Residential Care Staff
- Staff working with Parents or Carers

Tier 3: In-house support from Specialised Staff

- Interventions with the Wellbeing Team
- Emotional Literacy Support Assistants (ELSA)
- Play Therapist
- Specific Learning Difficulties (SpLD), supporting students with learning difficulty such as dyslexia, dyspraxia, dyscalculia and ADHD
- In-house School Counsellor provided through Time2Talk
- Independent Listener – Visits every half term and can also be contacted via email
- School Nurses – we have two school nurses who work onsite and weekly GP visits

Tier 4: Support from External Agencies

Mary Hare accesses support from the following external agencies, however there may be others that we have not required previously but could if the need is identified:

- National Deaf Child and Adolescent Mental Health Service (NDCAMHS)
- Local CAMHS (Mental Health Service)
- Deaf4Deaf online BSL Counselling
- Daisy's Dream – Bereavement Counselling
- VIA – Drug and Alcohol Counselling
- West Berkshire – Emotional Health Academy
- Talking Therapies (NHS) for pupils aged 18+

Pupils can access the support offered above by talking to a member of staff or their parent.

Referrals made to outside agencies are overseen by the Wellbeing Lead. Staff and parents can also identify young people that they have concerns for.

Referrals to the Safeguarding team can be made via MyConcern or in person, the Safeguarding Team work closely with Children's Services.

Bullying

At Mary Hare, all staff are vigilant and act accordingly when cases of bullying are brought to our attention. All pupils are made aware of and introduced to the named members of staff to whom they can report cases of bullying or talk to if they are unhappy about any aspect of the school. They can of course choose to talk to any member of staff who they feel comfortable with. The schools bullying policy is on the Mary Hare website.

The pupils will be listened to and every incident will be taken seriously. They will be asked to write down exactly what happened (the staff will help them do this). The incident will be treated as confidentially as it can be, but there are times when the member of staff must pass on this information. They could talk to any of the key members of staff listed on Pages 8 - 10 or a member of the Residential Care Staff Team and of course they may tell you at home.

We also have an Independent Listener in Residential called Amanda Pollard, who will listen confidentially to our pupils.

Amanda can be contacted by email: independentlistener@maryhare.org.uk

Our Senior Nurse Dana Smith and her team are based in the medical department next to the Manor. Their email address is: Medical-Centre@maryhare.org.uk

A surgery is held several times during the school day in the medical department and any child may attend for treatment, help and advice. If they feel unwell at any other time there is always a member of staff allocated to care for them, and we have many staff that are trained in First Aid. Written records are kept of all attendances at surgery, all medicines given, and we keep in close contact with the parents of any child whose health is of concern.

If you wish for your child to remain registered with your local GP, then they can still be seen by local GP for urgent appointment as a temporary resident. Our local GP is Dr. White at Downland Practice, Chieveley, RG20 8UY. Currently the Downland Practice does not have an electronic prescribing system which can cause issues with obtaining repeat prescriptions for home.

We have two sick bay rooms in the medical department where a child may rest if they feel unwell. If their illness is likely to continue for more than a day or so, they may benefit from being at home. The nurse will contact you to make arrangements.

In the event of an accident or emergency there is a minor injuries department at West Berkshire Community Hospital. There are general hospitals in Reading and Basingstoke that have a larger, busier casualty department. If a pupil has to go to hospital a member of staff (one of our nurses wherever possible) will accompany them, and you will be contacted.

All prescribed medicines are kept in locked cupboards either in the medical department or one of the residential houses. Pupils must attend regularly to take their medication. Any child returning with medication from home must bring them to the nurse or a member of care staff with a written note from the parent. If a pupil on medication is on a school trip – a named member of staff accompanying the trip will be responsible for administering medication.

There are qualified First Aiders in all the houses and in school. There are first aid boxes located around the school, in the staff room, residential houses and Mary Hare vehicles.

Both Mary Hare Primary and Secondary Schools have an allergy response kit containing a Salbutamol Inhaler and an Auto Adrenaline Injector. These can be used (with parent consent) by trained staff in an emergency situation, to pupils experiencing an asthma attack or a severe acute allergic reaction (anaphylactic reaction).

If you wish your child to receive orthodontic treatment during term time, your home orthodontist can refer them to the Newbury Orthodontic Centre and the School Nurse will be happy to take them to these appointments.

Safeguarding

Nurses are happy to take pupils for emergency hospital visits like A&E or planned Physio appointments at the West Berkshire Community Hospital, but parents need to take their children to main hospital appointments such as seeing a consultant, diagnostic tests and examinations.

All pupil immunisations are carried out at school by the Berkshire School Immunisation Team with parent permission. Unfortunately the school nurses cannot organise travel immunisation.

Further and more detailed information can be found in the Medication Policy, on the Mary Hare School website.

Accidents and Emergencies

Parents or guardians will be notified immediately of accidents and sudden illnesses but in emergencies when they cannot be consulted in time the Principal will use his power to act in loco parentis and authorisation to do so will be required on the admission of every pupil.

Annual Review

Annual Reviews take place at particular times during the year, depending on which academic year your child is in. You will be informed in good time when the Annual Review meeting is due to take place.

A representative from your Local Authority will also be invited to attend. The Form Teacher or Head of Year does not usually attend the review, but they will have provided a document of information that has been collated from each subject teacher who has contact with your child. There will also be input from Speech and Language and Audiology, along with Residential Care, Wellbeing and the Specialisms where necessary. Importantly, your views and those of your child will also be included.

At crucial transitional stages (Years 9 & 11), there may be additional information regarding options and careers. The meetings must be attended by parent(s)/carers and the pupil as it is an opportunity to discuss your child's progress towards their Education Health Care Plan (EHCP) outcomes. Key Stage transition points (Year 2, 5, 9, 11), will provide the ideal opportunity for you to request any changes to the EHCP in order to keep it up to date.

In Year 11 and 13, it is important to discuss what your child would like to do when they leave in the Summer term; whether they are planning to go on to Sixth Form at Mary Hare, an Apprenticeship, Further Education, University, or to seek employment.

Following the Annual Review meeting and your child's decision, we can then assist with a smooth transition.

The safety of all pupils is paramount at Mary Hare and we have a safeguarding team made up of staff from across all areas of school.

Emma Kennett is the
Designated Safeguarding Lead (DSL)

and has 3 Deputy DSLs in her Safeguarding Team:

Charlie Hadley
Wellbeing lead and joint head of PSHE

Sarah Stefano
Director of Residential Care

Michelle Flannery
Head of KS 4

We believe that parents and school are key partners in working together to keep children safe and will share with you relevant information about local or national safeguarding issues and training opportunities to enable you to be able to have conversations with your children and support their understanding.

We use the **MyConcern** reporting system to log any safeguarding referrals, this is a system which is also used by other schools. It is important that the Safeguarding Form received prior to the start of school is completed by all new pupils and returned as soon as possible so any previous issues can be discussed and if required support can be put in place for your child.

Should you have any safeguarding concerns, please send an email to the email address below or send a request for a phone call: safeguarding@maryhare.org.uk

All information received is treated as strictly confidential.

Internet Safety

Digital technologies have become integral to the lives of children and young people, both within schools and outside school. These technologies are powerful tools, which open up new opportunities for everyone. Technology can increase discussion, promote creativity and stimulate awareness of context to promote effective learning. Young people should have an entitlement to safe internet access at all times. To ensure this the school has a system in place which will use keystroke monitoring to monitor the use of school devices and digital communications. If there are any concerns raised by the system you will be contacted by a member of the Safeguarding Team.

SchoolsMobile

Mary Hare has spearheaded a more nuanced and collaborative solution that actively supports parents and protects young people. We have partnered with digital safeguarding provider SchoolsMobile to cultivate safe, balanced digital habits, both within and outside the school day.

SchoolsMobile provides parents with age appropriate controls, safe content and limits screen time via a convenient App. It is quick to install and provides threat protection across your child's smartphone, tablet and laptop. The app allows children to explore technology safely, without the risks of inappropriate content, excessive use or online threats, and works in tandem with Apple Screen Time and Google Family Link.

This costs £35 and you will be asked to set this up on your child's devices before they start. A pupil may not have a smart phone in school or in residential if it is not connected to SchoolsMobile. Please see the Mobile Phone and Devices Policy for further information.

Extra-curricular Activities



The extra-curricular programme is an intrinsic part of school life at Mary Hare. Extra-curricular activities are a fundamental aspect of pupil development, and are an excellent way to learn new skills and discover new ways of learning, develop new interests and passions, make new friends and build relationships with others and promote a healthy balance between school and life. Students are encouraged to take part in the range of activities offered during both lunch time and after school. A full programme is published each term. Clubs include, Chess Club, School Band, Dance Club, Drama Club, Lego Club Debate Club, Football, Maths Club and many more.

School Trips

The member of staff organising the trip will contact the parents of pupils involved (usually by letter) explaining all the arrangements and costs involved. All trips are optional although we encourage pupils to participate.

Payments for all school trips are paid through the School Gateway. If you have any difficulty accessing the Gateway, please send an email to: d.haynes@maryhare.org.uk

The level of staff supervision on school trips is higher than the agreed national recommendations for schools. Further details can be obtained by contacting the school office.

School Transport

We expect all pupils to remain seated and wear the seat belts provided (both on our school transport and in hired coaches) as the law states. Any pupil who disobeys this rule may find themselves banned from future trips. This applies even on trips of a short distance and on journeys to the airport for those pupils who fly home.

Making a Payment to Mary Hare

Throughout the year, your child will be offered lots of opportunities to take part in:

- School trips organised by the Teachers
- Weekend trips and fun activities
- Afterschool clubs
- Music Lessons organised by Mr Neil Farrow

We kindly ask parents to make payment for these activities online using our School Gateway where you can pay securely using an instant bank transfer (our preferred method as it is cheaper for our school) Debit or Credit card. The School Gateway will also ask for your consent for your child to take part in the given activity. **More information on how to use School Gateway can be found on page 34.**

If you are unable to make payment online, we still accept cheques. Please remember to clearly mark your child's name and activity on the back of the cheque.

School Gateway

Note for new pupils starting in September 2026

We advise that you register for the School Gateway in September when your child has started at Mary Hare.

Registering for the School Gateway is easy, all you need is your email address and mobile phone number. Please follow the steps:

1. Visit the website: www.schoolgateway.com and click on 'New User'.

You'll receive a text message with a PIN number. Use this PIN to log into School Gateway. Please note that in the web version there is a secure section for you to add your bank account details. This will enable you to make an instant bank transfer either through the web version or the Gateway app. This method of payment is cheaper for Mary Hare.

Or

2. Download the app: If you have a smartphone, please download School Gateway from your app store (Android and iPhone).

The app shows the same information as the website PLUS it saves the school money when we send you a text message.

Please note that by using the App text messages are free of charge for Mary Hare.

If you are having trouble logging in, it may be because the school does not have your current email and mobile phone number on record.

We hope that you will find School Gateway to be a fast and easy way to pay for school items.

If you require further information on how to use School Gateway, please contact Deborah Haynes in the Finance Office. Email: d.haynes@maryhare.org.uk

Pupil Premium

The Pupil Premium grant refers to additional funding given to schools to support the students on roll who come from a services family, are in care, have been adopted, and those who receive, or have received in the last six years (Ever 6), free school meals (FSM). Schools are expected to use the Pupil Premium to support the progress of these students and are required to publish information on how the Pupil Premium is being spent, together with an evaluation of the impact it is having on the progress and achievement of Pupil Premium students.

The Pupil Premium funding is spent in a number of ways, the impact of which is clearly evaluated. As well as looking at the overall impact of the funding on Pupil Premium students, we also measure the effectiveness of provisions and interventions put in place to support individual students. The impact of each key provision funded by the Pupil Premium Grant is evaluated and ongoing analysis of the impact of each provision will enable decisions to be taken about how to spend the Pupil Premium Grant most effectively.

Key principles for using the Pupil Premium grant at Mary Hare School:

- to raise achievements for pupils who are eligible for Pupil Premium and to 'close the gap' between those eligible and their non-eligible peers
- to 'bring out the best' in this group of pupils
- to tackle the range of barriers including; attendance, behaviour, self-esteem, improving the quality of teaching and learning, language acquisition, parental engagement and development of literacy and numeracy skills
- to track and enable thorough analysis of data to identify pupils who are under achieving and why
- to direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers
- to use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils
- to have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils
- to ensure teachers and support staff know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school
- to ensure the leadership team and the Governing Body is ambitious for pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils
- to share relevant information with parents of pupil premium pupils.

Further information can be found here: [Pupil premium strategy statement](#)

To check if you are eligible for Pupil Premium, please contact schooloffice@maryhare.org.uk

Absence

As a school we believe that if pupils are to benefit from education and reach their potential, good punctuality and attendance is crucial and we expect pupils to be present every day the school is open unless the reason for the absence is unavoidable.

This expectation is the legal responsibility of you as parents/carers and is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances and data shows that the pupils with the highest attainment at the end of Key Stage 2 and Key Stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.

- **All absence must be reported to the absence email address absence@maryhare.org.uk**

If it is an unplanned absence (such as illness) school must be notified by 9.00am or as soon as is practically possible by calling the relevant school office (01635 244200 for Secondary or 01635 573800 for Primary) or by emailing absence@maryhare.org.uk

- If the school has a genuine concern about the authenticity of the illness or the pupil is off for more than 5 days, you may be asked for medical proof of the illness.
- Work will not be set whilst a pupil is off school for a medical reason.
- The school reserves the right to mark an absence as unauthorised if they are not satisfied at the authenticity of an absence.
- Wherever possible, appointments should NOT be made during the school day. If an appointment is made during the school day, the school may not authorise the whole day if it is reasonable to expect that a pupil can be returned to school following the appointment.
- Medical evidence for appointments must be provided when requested.
- An absence request form for other kinds of exception absence must be completed for any reason other than illness or medical appointment. This form can be found on the school website or requested from absence@maryhare.org.uk. Only the Principal, Robin Askew, may authorise a request for absence. A request must be made 15 days or more before the absence.
- A holiday during term time is NOT usually agreed an exceptional circumstance and will not be marked as an authorised absence.
- All pupil attendance is recorded electronically twice a day. Any pupil who does not attend registration will be marked as an unauthorised absence until a reason for the absence can be identified. Pupils who miss registration must sign in at reception.
- We regularly monitor attendance, and we recognise that some of our pupils may have a lower attendance due to individual needs. We therefore review cases of attendance below 90% for authorised absences and 95% for unauthorised absences.
- Data is regularly collected by Local Authorities, and we are visited termly by the Education Welfare Officer from West Berkshire County Council.

Absence

How we will follow up with absence or lateness:

Stage 1:

- Speak to parents/carers directly
- Contact parents/carers by telephone or email
- Send a letter outlining concerns
- Take any necessary safeguarding action

Stage 2:

If no improvement is seen in attendance or punctuality, parents/carers will be invited into school to discuss concerns and agree an Attendance Action and Support Plan. This may result in reviewing the placement. The Education Welfare Service may be informed.

Stage 3:

Local Authority will be contacted, and fines may be incurred. The Education Welfare Service may be informed.

The full policy can be found on our website, and should you have any queries or concerns you can email the Attendance Officer at absence@maryhare.org.uk

Policies, Insurance and Key Information

Insurance

Pupils' personal effects, clothing, money, cameras, watches, jewellery, hearing aids, electrical equipment or any other personal property brought to the school are not insured by the school. Parents should provide their own insurance cover for all items that they permit their child to bring to school. Moreover, parents are advised not to allow pupils to bring valuable items to the school unless they are essential to the pupils' educational needs.

Policies and Key Information

A copy of all of our policies can be found on our website or you can contact us directly for a copy. Some policies are available in BSL. www.maryhare.org.uk/about-us/policies

Visiting the School

When you arrive at the school, please make your way to the Oxford Road Entrance.

You will need to press the entrance button on the barrier and be let in.

If you have registered your number plate with the school office, you will automatically be let out and off the school site when you leave.

During school hours of 8am - 5.30pm please sign in and out at reception. Please contact the relevant boarding house after 5.30pm.

Data Protection

Mary Hare School is the Data Controller for the purposes of the Data Protection Act 2018, UK General Data Protection Regulation, and other relevant data protection legislation as defined in the Act. We collect and hold data on students and parents provided by you, from previous schools and the Learning Records Service, and collected by us in the course of delivering education and care at Mary Hare School.

We process personal data under the following legal grounds:

- Where processing is necessary to protect the vital interests of the pupil.
- Where processing is necessary for the performance of a contract between us and the data subject.
- Where processing is necessary to comply with a legal obligation to which we are subject (eg the Education Act 2011).
- Where the law otherwise allows us to process the personal data or we are carrying out a task in the public interest.

We process special category personal data under following legal grounds:

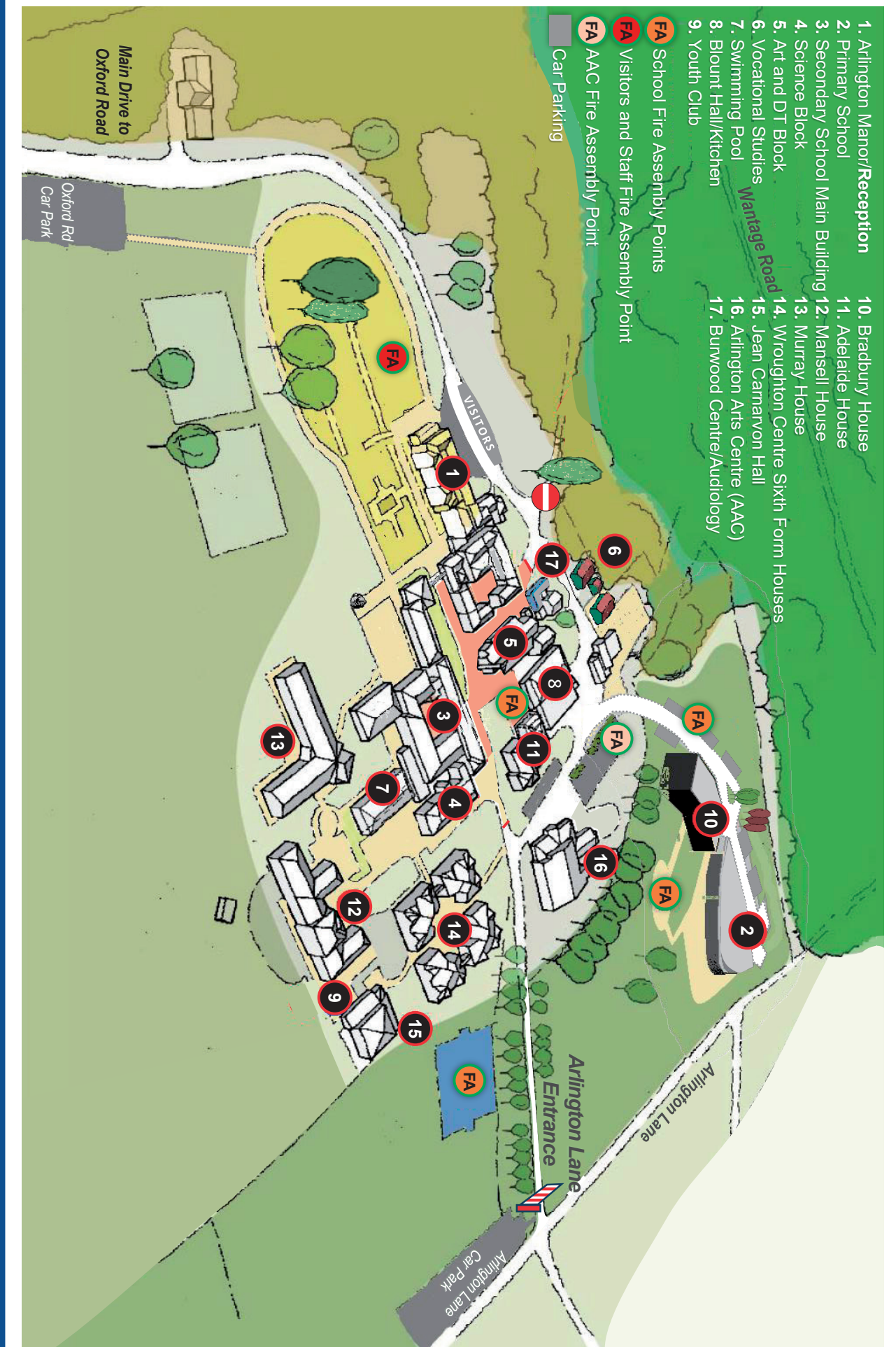
- Where processing is necessary to protect the vital interests of the pupil.
- Where processing is necessary for substantial public interest.
- Where processing is necessary for health or social care purposes.

Where none of the above apply then we will seek the consent of the data subject to the processing of their personal or special category personal data.

We may share personal data that we hold about data subjects, without their consent, with other relevant organisations where we have a lawful basis for doing so. Such organisations may include: the Department for Education; the Education and Skills Funding Agency; Ofsted; health authorities and professionals; the Local Authority; examination bodies; other schools.

For full information on how we process your information, and your rights in relation to the processing of personal data, including complaints to the Information Commissioner's Office, please refer to the School Data Protection Policy on the website at www.maryhare.org.uk/about-us/policies, or contact the Data Protection Officer (DPO): dpo@maryhare.org.uk

School Site Map





Parent Handbook 2026–27

www.maryhare.org.uk

Securing the future of deaf children and young people