



Mary Hare Policy: SCH002

Admission & Reception of Pupil Policy

Policy Owner: Jane McMillan

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Securing the future of deaf children and young people

Registered charity 1048386



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The admission of pupils is managed by a team of colleagues at Mary Hare School:

Assistant Principal & Head of Family Liaison

Head of Primary School

Admissions Manager

Assessments Team

Pre-placement visits

Two **Open Days** are held each year (one for the Primary School and one for the Secondary School). Prospective pupils and their parents have an opportunity to visit the school and look around as well as attend talks by members of staff to explain more about Mary Hare's offer.

In addition to this, families may book an **individual visit**. This is an opportunity to ask more detailed questions about placement and to talk in more detail about the curriculum.

Since 2019 we have offered a series of online 'drop-in' sessions with different themes (eg boarding, 6th form and beyond, Speech & Language Therapy, individual curriculum areas and many more).

All potential pupils, apart from those seeking placement in Year 7, are given the opportunity to experience a **pre-placement residential visit** that allows them to have a taste of what it would be like to be a pupil at Mary Hare School. This involves a short residential stay where they meet their peers, teachers and care staff. In some circumstances, at the request of families, this can be also be arranged for Year 6 pupils, particularly if the family has a specific concern. Children at the Primary School can also request a boarding 'taster'.

Applying for a place & assessments

Families seeking out Mary Hare School must accept our approach to teaching, which is founded on the principle of deaf pupils being immersed in written and spoken English. All lessons are taught through listening and speaking English and no sign language is used in the classroom. Once parents have decided that Mary Hare is the right placement for their child, they are asked to contact the Admissions Manager to discuss application procedures and inform their Local Authority that a place at Mary Hare School is being considered. The pupil will then be invited to attend the Entrance Assessment Activities in the Autumn of Year 6. Families will be notified of the results before Christmas. There is also an assessment day for those wanting to join in Year 12, usually held in November.

Pupils seeking placement in other years will be assessed individually as part of their residential visit.

The website has a Q & A section to answer parent's questions about the assessment process:

[Entry and Assessment Procedure FAQs | Mary Hare School](#)

Some pupils are admitted following a consultation by the Local Authority. All children referred by the Local Authority will also have to be assessed before a place can be offered.

Offers

In the vast majority of cases Mary Hare will make an offer to those children who are assessed. If an offer is not made it could be for one of many reasons including (but not exclusively):

- No suitable peer group for a child
- The child would not be able to access the curriculum through the Mary Hare approach to learning
- Mary Hare School cannot meet all the needs of the child

Pupils will be offered a place within 2 weeks of their assessment. If a child is not offered a place the Assessment Team will explain why.

Once the place is offered Mary Hare School will write to inform the Local Authority of the offer. Families are supported with the process of applying for funding from their Local Authority. Some families will have to attend an educational tribunal to secure funding.

Pupil Information

Prior to admission the following information is required:

- Name, address and contact details for the pupil's parents or guardians and emergency contact
- Education authority and name and address of previous school
- Current educational or additional needs of the pupil

After admission further information is required:

- Name, address and contact details for the home GP
- NHS number, place of birth, ethnicity, religion
- Details of allergies, illness, medical conditions, any on-going treatment and immunisations
- Audiological, dental and ophthalmic information
- SATs results
- Matters that may make the pupil vulnerable or dangerous to others
- Information about previous involvement with Children's Services

A letter is also sent out to parents of all prospective pupils as well as their Local Authorities and previous Schools, requesting information about any previous child protection issues.

Admissions

Pupils being admitted into the new Year 7 group each September are invited to attend a **Welcome Day** which is held in June each year. This gives them the opportunity to meet with key staff, tour the boarding house, obtain uniform and meet with current Year 7 pupils prior to placement.

Prior to admission, all pupils and families are sent a comprehensive information pack that includes the following:

- Letter from the Principal
- Information regarding uniform, clothing and equipment, including sports kit

- School discipline guide and anti-bullying policy
- Term dates, school calendar and exeat arrangements
- Healthcare, audiology and speech and language information
- Parent guide
- Contact names and information
- Off-site activities consent form
- Information regarding the Data Protection Act
- Consent to use photos of pupils for marketing purposes
- Instrument lessons information
- Internet access information
- Information about the digital group hearing aid
- An introduction from Howard House (Year 7 only)

Post-admission support

The management of new pupils is overseen by the Head of Year or for a pupil in the Primary School, by the class teacher. Each pupil in the Secondary School is also supported by their keyworker in the care setting to familiarise them with the school's expectations and the daily routine. For the majority of pupils, who join in Year 7, induction into the life of the school is carried out both in house and school in the first weeks. Pupils joining in other years, who are likely to be the only new pupil, will be supported by their keyworker, team leaders, peers and Heads of Year. This process will vary depending on the age and personality of the pupil. Each pupil is given a copy of the pupil handbook which contains key information about the school.

All new starters are paired with a 'buddy' – an existing pupil – who shows them round and helps them during their first few weeks.

See the Anti-bullying policy for more information on the support framework for pupils and the Behaviour Policy for what is expected of pupils.

Whilst the keyworker relationship is very important, all pupils are able to contact any member of staff of either gender with personal, academic or welfare concerns. An Independent Listener visits the School regularly and this is well advertised to pupils, along with appropriate helpline contact information including the Children's Rights Director.

Annual Reviews

Annual Reviews are attended by the pupil, their parents and a member of the Senior Management Team representing the school. Invitations are sent to key professionals within the Local Authority to attend also. This provides an opportunity for families to discuss any issues relating to the placement and for the school to give an update of progress made.

Planning for the future

The majority of pupils remain at Mary Hare to the age of 18, although support is provided to families of young people who are leaving in Year 6 or Year 11. In addition to developing daily living skills needed for young people in all years, the school undertakes a detailed programme in Years 12 and 13 to prepare young people for transition to College, University or the world of work.



Mary Hare offers support to students following transition if there are difficulties. A small number of past pupils will continue to seek and benefit from our advice and support long after they have left. If a pupil will be leaving care on leaving the School, Mary Hare will make an agreement with the Local regarding any contribution the School should make to implement any plans or pathways before the pupil leaves. This will support the young person's needs and promote a smooth transition