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## Introduction

Mary Hare is a specialist school for deaf children and young people, aged 5 – 19 years of age. We teach deaf children through an auditory oral approach, which means that the young people at Mary Hare school learn through listening and speaking and writing English. Some young people sign in their leisure time. We place great emphasis on language development.

All children have access to the National Curriculum with a broad range of GCSEs, A Levels and BTECS and a growing number of vocational courses.

We believe the residential environment is an integral part of our children and young people's educational journey and social development. We are committed to providing opportunities for independent living skills and activities that are meaningful and meet the needs of individuals.

Mary Hare School is a national school, with pupils coming from all over the United Kingdom and a few from further overseas. We are a 38-week residential placement with a small number of day pupils, who are able to travel daily.

## Our Vision, Mission and Aims

### Vision

Securing the future of deaf children and young people.

### Mission

Transforming the lives of deaf children and their families by providing:

- an empowering and aspirational school where children, young people and adults are excited and proud to be,
- a centre of excellence with the needs of deaf students at its heart,
- an environment where children and young people build the language,
- confidence and resilience they need for success beyond school,
- a community of peers where enduring friendships are made.

## Aims

- To provide exceptional education and care for all pupils.
- To provide an excellent environment for learning, living and working.
- To prepare all pupils for a successful transition into the wider community, and to meet challenges with confidence, resilience and determination.
- To promote Mary Hare and to establish the organisation as a key influence in the education of deaf children.
- Through empowering leadership at all levels, for staff to be skilled, well trained and highly motivated.
- To champion a culture of collaboration, innovation and excellence.
- To provide benefit for the local community where it supports our wider aims, by sharing our facilities and expertise.
- To manage the charity, our businesses, risks and finances to ensure an enduring legacy for successive generations.

## The children we care for

Places are offered to both male and female pupils after our admissions process. We cater for a broad range of hearing loss, auditory neuropathy processing disorder, language level and specific communication difficulties. A dedicated SENCO oversees the support for additional special needs of our pupils. The SENCO is supported by a team of professionals, all with experience on identifying needs, which are occasionally masked by their hearing impairment, such as; dyslexia/dyscalculia, a multisensory impairment and/or physical and mobility difficulties. We may be unable to admit some pupils with severe or complex additional needs whose inclusion in class groups or the residential environment, would be incompatible with the effective education of other pupils, and where there are no reasonable adjustments that could be made to prevent or lessen the incompatibility.

## Our principles and approach

Pupils are normally placed here because we are the nearest school which can meet their needs (even if they live hundreds of miles away). However, we see considerable benefits to our boarding provision and these are described below. We warmly welcome parents at any time and they are always free to take their son or daughter out of school in the evening. We also have a Lodge where parents can come to stay as well as a small caravan park area at the secondary school site. The Primary School provision operates Monday to Friday. Secondary pupils are free to go home as often as they wish for weekends, with the exception of six weekends in Year 11 when we run extra GCSE study days. Some families ensure that their child goes home every week, while others stay at school more frequently. However, our Secondary school designation is that of a termly boarding school and only day fees or termly boarding fees are charged.

Practice is underpinned by clear and comprehensive policies and a high quality training program with Safeguarding and Child protection at its heart. The School employs a full team of professional care staff to care for children and young people outside the school day and they are led by Joint Heads of Care and Team leaders who manage the running of each boarding house. All houses have waking night staff.

## Admissions

Parents of prospective pupils and Local Authorities can contact the school at anytime to discuss admission. Prospective year 7 pupils attend assessment days in September. For all other age groups assessment visits are typically undertaken during term time for a duration of three days. Prior to assessment visits information is requested to include previous school reports, EHCP/Statements of Educational Need, independent assessments and safeguarding information. During the assessment pupils will meet the school audiologist, speech and language therapist, SENCO, teachers of the deaf and for residential pupils the relevant Care team leader.

Following the assessment visit information is compiled into a short report and if staff identify a pupil's needs can be met at Mary Hare then an offer of placement is made.

If parents accept the offer of placement they will then approach their Local Authority to secure funding.

Whilst we aim for the majority of pupils to join at the start of the academic year in August there are also pupils who join the school throughout the year following SENDIST hearings or as a result of breakdown in current placements.

## Curriculum

At both the primary and secondary schools, pupils have access to the full national curriculum which includes music and modern foreign language. At year 10 pupils commence GCSE curriculums which can also include entry level literacy and numeracy where relevant. Post 16 students follow a range of courses including AS and A levels, BTEC and Technical qualifications.

The majority of pupils are within chronological year groups and very few pupils are disapplied from areas of the curriculum. Academic progress and outcomes are reviewed as part of the annual review meeting.

## Annual Review

A formal review meeting will be scheduled for each academic year to review the Education, Health and Care Plan or Statements of Educational Need. The meetings are normally chaired by a member of the School Leadership Team with reports provided from Teachers of the Deaf, Speech and Language Therapists, Residential Keyworker and Audiologist. Invitations to the annual review meeting will be sent 8-6 weeks prior to the proposed date to parents, pupil, local authority representatives and other professionals relevant to the young person. All reports are sent 2 weeks prior to the review meeting.

## Accommodation and Facilities

Mary Hare School is located across two beautiful rural campuses on the outskirts of Newbury, Berkshire. The Primary School is located within a grade II listed building at Greenham Common. The secondary school is located close to the M4 and A34 junctions. The historic manor building greets all visitors, expanding back across a large campus, with well-equipped school buildings and a generous playing field. On-site facilities include a gym, fitness studio, swimming pool, an American style dinner (the location of our pupil ran Youth Club: Cole's Dinner), dance studio, music centre and recording studio, theatre, all-weather pitch, medical department and extensive woodland and grounds. There are six boarding houses in total including Mill Hall, at our Primary School site, which houses all Primary aged pupils and offers shared bedrooms, a common room and playroom. Howard House gently introduces boys and girls in year 7 to the boarding lifestyle. Through years 8 to 10, girls are housed in The Manor and boys in Mansell House. Both offer single and shared bedrooms as well as common rooms and laundry facilities. Murray House is the new boarding house for Year 11 students and is designed to encourage and facilitate study and revision through the provision of single bedrooms. The Wroughton Centre incorporates four Sixth Form boarding facilities and includes single and twin study bedrooms, common rooms, kitchen facilities, a laundry and Jean Carnarvon Hall, which is devoted to recreational needs and leisure activities. The centre has been designed along the lines of University accommodation, with the intention of helping to provide a transition between Sixth Form and University and further education.

## Evening and Weekend Activities

The school provides a wide range of activities, including local community activities at the Primary School, such as Cubs and Brownies. A full programme of varied trips and activities is on offer for all pupils at the Secondary school, arranged by the Activities Co-ordinator. The Youth Club diner is also open twice a week. On-site and local facilities are taken advantage of whenever possible, across all ages. Also on offer are; trips to theme parks and activity centres further afield.

## Independent Life Skills

Pupils have an enhanced opportunity to engage within social activities which promotes social communication skills between peers and staff. This often supports speech therapy targets and develops valuable skills often delayed within hearing impaired pupils.

The residential provision also supports progression towards university accommodation and independent living. Pupils are supported in growing independence and self-confidence towards cooking, laundry, personal finance, independent travel and other life skills. Pupils also can undertake accredited life skills qualifications.

Our experience is that at 18 students often demonstrate far greater levels of independence and feel empowered to undertake overseas volunteering experiences and access university accommodation. Pupils also become increasingly aware of what environmental aids they may require in alternative residential provision such as vibrating and visual alarms (alarm clock, door bells and fire/smoke detectors).

## Equal Opportunities

Mary Hare School aims to promote equality and tackle any form of discrimination. The School seeks to promote positive relationships with staff, pupils, parents, carers, governors and members of the wider community as well as remove any barriers to access, participation, progression, attainment and achievement.

## Safeguarding

The School has a comprehensive Safeguarding and Child Protection Policy which is reviewed regularly by the Designated Safeguarding Lead and two appointed deputies. All staff are trained in Universal Child Protection awareness and procedures, using West Berkshire training materials.

## Complaints

The school has a formal complaints policy that allows parents, pupils or other professionals to complain and escalate complaints if they are not satisfactorily addressed.

## Pupil Voice

The pupil voice is at the heart of successful participation and allows our young people to be truly involved in their experience at Mary Hare. Pupils' thoughts, ideas and concerns are valued and taken into account wherever possible. There is ample opportunity for pupils to be heard, for example through House Meetings, Student Council, suggestion boxes and pupil questionnaires. An Independent Listener also visits the school on a regular basis to provide a confidential ear. The School has a complaints and representations procedure.

## Promoting Positive Behaviour

The school follows a behavioural policy which promotes the use of reflective working and reconciliation. The use of rewards is promoted throughout care and education with opportunity for pupils to earn points towards reward activities. Achievements are recognised through awards such as the Principal's 'Set Your Sights High' award. The primary school promote positive behaviour and moral values through our '5 to-be'.

## Health and Wellbeing

The medical department, based at the Secondary School, is staffed by two Registered General Nurses who are responsible for the health care of all pupils whilst at school. Where pupils are unwell for more than a day or so, they are encouraged to return home to recuperate, where possible. Secondary pupils are encouraged to register with the School Medical Officer, a local GP, who visits the Secondary School once a week. Emergency appointments can also be made. All new secondary pupils have an initial medical check with the GP and an Ear, Nose and Throat Consultant. Prescribed and homely remedies are dispensed either from the medical department or from the

pupil's relevant boarding house. All medications are stored securely and administered according to School policy.

## Staffing

Residential care provision is led by the Care Leadership Team. Individual residential houses and care teams are managed by Team Leaders with ratios of staffing determined by age and need of pupils. All pupils are allocated a keyworker from the care staff team. They are responsible for a group of pupils on a more personal level. Each pupil has the opportunity to complete a welfare plan and have one to one sessions working on development of needs with their keyworker through each academic year. A range of topics are discussed, and targets set, which help to form part of each pupil's individual care plan. The aim is to build on each individual's development, taking into account specific needs. Keyworkers also hold regular house meetings with their group to share information and achievements as well as organising trips out and activities.

## Governors

Governors play an important role in supporting and quality assuring the Care provision. Two designated governors have specific responsibility for Care and Safeguarding provision within the school and make periodic visits. Termly quality assurance visits are undertaken by representatives of the Governors in line with the national minimum care standards.

## Statement of Purpose

First issued: July 2019

Compiled by: Blue Nolan, Care Standard Officer  
Robin Askew, Vice Principal

Reviewed: July 2019

Next review due: July 2021

Person responsible for review: Principal

Date ratified by Governors (Full): 01/07/2019

Signed:



1.7.19