



ealing music therapy

Annual Report 2018

Academic year 2017 - 2018

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Registration Number 801405

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1. CHAIRPERSON'S REPORT

Ealing Music Therapy has continued to deliver services to the six schools in the Borough listed above. In our annual reviews with the schools I am delighted to say we receive excellent feedback and it is clear that each of our Therapists is welcomed as part of the school team. The school reports provide insight into how the service is tailored to the needs of each individual school and its students.

Our community service has adapted during the year to meet changing needs and has now been successfully running alongside PESTS for a while. We are very grateful that City Bridge Trust, after reviewing this change, have been prepared to continue funding this work for the next year.

None of this would be possible without the professional commitment of our Therapist team, the schools and PESTS.

This is the first full academic year that Gemma Lenton-Smith has led the clinical programme so it is wonderful to see that the service has continued to develop under her leadership.

I am delighted to welcome Emily Johnson as a new Trustee, who joined us during the year and has already been involved in the annual review process. We had been hoping for some time to find new Trustees to help us secure the future of EMT – welcome Emily.

I would also like to thank the rest of the Trustees for their continued commitment to the work of EMT – the range of knowledge and experience the Trustees provide is essential to our success.

Andrew Whadcoat

2. THERAPISTS' REPORT

All EMT therapists are State Registered Arts Therapists (music) registered with HPC (www.hpc.uk.org).

Currently EMT is based in the following settings across the Borough: Primary Schools (including Mainstream Speech and Language Units, Special Needs and Mainstream schools) and Secondary Schools (Mainstream S.E.N Departments and Special Needs Schools).

St Ann's School

St Ann's school is a secondary special needs day school for young people with autism, severe learning difficulties and profound and multiple learning difficulties. Many students have a dual diagnosis of SLD and ASC, or complex medical conditions, severe communication disorders, sensory

impairments or challenging behaviour. St Ann's accommodates young people aged between 11 and 19 years old. Ealing Music Therapy provides one day a week of therapy at the school.

Music therapy is part of the multi-disciplinary team which involves an occupational therapist, a physiotherapist and assistant, a speech and language therapist, an educational social worker and a drama therapist.

Models of Music Service Delivery: Group and Individual sessions

Due to complex communication and physical needs, and the socio-emotional stage of development of the children, some pupils demonstrate challenging behaviour. As a result, therapy sessions can include teaching assistants to support the pupils, using physical guidance to enable them to express themselves and to communicate safely within the therapeutic context. Individual work may focus on supporting the young people's needs in different ways, including physically, emotionally, socially and communicatively.

In the last academic year, I have seen four individual pupils and have run two groups. The first group was a boys' group for Year 7 pupils in the ASD provision, to help them adjust to being in a new school. The aim of the group was to encourage the boys to develop their non-verbal communication and social skills to help them interact with each other and form peer relationships through music and play. The group used songs, improvised music and music-based games.

The second was a leavers' group run in the spring and summer terms of 2018 for five young people preparing to leave the school. The group was set up to help the students with the transition between ending school and starting adulthood. The aim of the group was to allow the students to explore thoughts and feelings linked to leaving secondary school. The group's activity included playing drumming games, recreating pop songs and creating improvised music. In the second half of the summer term the focus of the group was directed towards exploring themes linked to leaving school and negotiating the passage to adulthood. The group created a song to reflect some of the ideas the young people discussed. As part of the therapeutic process the group chose to perform their version of two pop songs and their leavers' song to family, staff and pupils of the school at the end of term. This was a positive experience for the young people and staff commented upon how the performance allowed the pupils to showcase their social skills.

Music Therapy continues to be very much valued at St Ann's school. The staff have been very supportive in assisting within sessions, particularly in group sessions and with students with more challenging needs. I would like to thank St Ann's for supporting music therapy as a service in the school over the past year.

Gemma Lenton Smith

Mandeville School

Mandeville is a LEA maintained primary day community special school for pupils with severe learning difficulties and who may have additional physical medical and/or sensory disabilities or autism. The pupils come from a wide variety of cultural and social backgrounds. The school accommodates children aged between 2 and 12 years old. Mandeville has recently completed building a new ASC section and has adapted some of the old classes to enable more children with profound and multiple learning difficulties to attend as part of a borough-wide increase in special needs places. Ealing Music Therapy is provided at Mandeville one day a week.

Models of Music Service Delivery: Group and Individual sessions.

Music therapy is part of the multi-disciplinary team which involves three part-time paediatric occupational therapists, one part-time psychologist, two paediatric physiotherapists and their assistant, two full-time speech and language therapists and an educational social worker.

Some individual music therapy programs work alongside occupational and speech and language targets, enabling the development of motor planning, sensory regulation, communication and social skills to link in with Individual Education Plan goals.

Individual sessions last approximately 30 minutes and take place in the therapy room. Group sessions take place in either the therapy room or the classroom, depending on the purpose of the group. Group sessions can last up to 45 minutes. Due to complex communication and physical needs, and the socio-emotional stage of development of the children, pupils may demonstrate challenging

behaviour. As a result, therapy sessions can include teaching assistants to support the pupils, using physical guidance to enable them to express themselves and to communicate safely within the therapeutic context. Individual work may focus on supporting the young people's needs in different ways, including physically, emotionally, socially and communicatively.

Over the past year I have worked with six individual pupils and one pair-work. The clinical work has included working with children both from autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD) provision. Many of the children have complex social and communication needs resulting in difficulty expressing themselves. With the autistic provision their difficulties can result in the children resorting to using negative behaviour or self-stimulatory behaviour resulting in class disruption. Individual music therapy has enabled these children to explore their voices and use alternative ways in which to communicate and interact with others whilst expressing themselves through musical play. The pair-work carried out was with siblings referred as a result of their having difficulties interacting with one another. Music therapy gave the siblings the opportunity to try new ways to interact, through music and play in a supported environment. This resulted in their being able to communicate with greater confidence and to initiate positive social interactions with each other, leading to their feeling more connected in both the music therapy and school setting. Staff were able to observe the changes occurring in the children, helping them to gain a greater understanding of music therapy.

As part of the Saturday 'Come and Play' Music Therapy was invited to carry out an open session in Spring 2018 for families of Mandeville school. It was lovely to meet parents of some of the children I see and do not see and to create music together in a relaxed environment.

Mandeville continues to help and support my professional development, allowing me to attend staff training and courses including TEAMTEACH and Good Autism Practice. My thanks to Mandeville School which has greatly supported and valued having music therapy this year.

Gemma Lenton Smith

St John's School

St John's is a mainstream LEA maintained primary school for children aged between 3 and 11 years old. Currently EMT provides one day a week of therapy during term-time.

Models of Music Service Delivery: Individual and Group sessions.

Music therapy is part of the multi-disciplinary team which involves one paediatric occupational therapist, three part-time speech and language therapists and a team of 'Place2Be' counsellors. Children referred to music therapy are those experiencing emotional, social, psychological and behavioural difficulties. Referrals are prioritised by the Head Teacher and the Senior Management Team.

Individual sessions last approximately 30 minutes and group sessions can last up to 45 minutes, taking place in the joint OT/Music Therapy room in the new school building.

Over the past year I have worked with seven individual children and have held transition group workshops for the two Year 6 classes run in collaboration with the Place2Be qualified counsellor. Many of the children referred to music therapy have child protection plans or safeguarding concerns and so are emotionally very vulnerable.

Music therapy provides a safe, secure and reliable environment for the children to work through the emotional difficulties they may be experiencing. They may express themselves in different ways, from participating in improvised music-making to composing songs to creating musical stories or games. Over the year many of the children have shown a positive change in their confidence, self-esteem, emotional well-being and interreactive social skills with their peers.

The year 6 transition groups were run in the spring and summer terms with the aim of enabling the pupils to explore and express their thoughts and feelings linked to leaving primary school and starting secondary school. Each class was given an opportunity in the final group session to create a rap song to summarise its thoughts and feelings about the transition.

Over the past year, I have begun a part-time PhD with the research being linked directly to my clinical work at the school. St John's School and Ealing Music Therapy have been very supportive in my continued professional development, allowing me to attend lectures and workshops linked to my

research. My thanks to St John's School which has greatly supported and valued having music therapy this year.

Gemma Lenton Smith

Castlebar School

Castlebar School is a Primary School for children with Moderate and Severe Learning Disabilities, severe Developmental Delay, Emotional Difficulties and Autistic Spectrum Disorders.

For many years, music therapy has been integral to the Castlebar School landscape. It is part of the school therapy provision which includes speech and language and occupational therapy, an educational psychologist and a social worker, all of whom work together as a Multi-Disciplinary Team (MDT). Music therapy contributes regularly to the MDT meetings and discussions.

EMT provides individual, group and spontaneous sessions, which include staff members to support the setting when needed.

Children have been referred to music therapy in order to develop social interaction and emotional development and to increase concentration span and improve self-esteem via creative musical improvisations and shared play activities.

Within the 2017-2018 academic year, 11 children from the school received regular music therapy sessions in an individual setting. The music therapy provision ranged over the different age groups in the school and involved close work with the staff and other professionals working there. I have developed the working relationship with the school senior management team and have been working closely with the school social worker who believes in the potential of music therapy for the children's wellbeing. She referred two children to music therapy, of which one has the potential to be developed into a family work opportunity with the child's parents. Another aspect of my work was to support two of the school's leavers with their transition, putting an emphasis on their emotional well-being. I will continue during the 2018-2019 academic year to work with one of the leavers who will be starting his journey in Belvue school, supporting him to settle in to his new environment.

Short Case Study

C' is a 10 year old girl, diagnosed with ASD and presenting with high anxiety levels. She is non-verbal and struggles to communicate and make connection with her peers.

C's family immigrated to the UK when she was young and is struggling to integrate into the community. Her mother, whilst being in the UK, has been diagnosed with learning difficulties which puts additional pressure on her father who is also having to cope with the family's financial and accommodation needs. This background had a great impact on C' and staff had reported some changes in her behaviour.

As a result, the senior management team referred her to music therapy with the aim of supporting her emotional well-being and offering her a means of self-expression, it being hoped additionally that she would develop her communication and social skills.

Initially she refused to go to the music room, lashed out and threw instruments to the floor. As sessions progressed, however, I was able to channel C's behaviour into musical, creative play, re-directing her movement to play an instrument. Moreover, as I gained her trust, no support by staff members was needed.

Within the sessions, we were using free-improvisation music making activities, which allowed C' to communicate and participate with no need for verbal communication. Gradually C' became more committed to the setting and extended her participation levels, whether by playing an instrument, using her voice, providing me an instrument to play or just by moving according to the music play in the room.

Towards the end of the academic year, during an informal meeting with her class teacher, I was advised that C's behaviour in class had improved and that she seems to be in "a calmer and better place". We have agreed to continue C's music therapy provision next academic year to support her emotional well-being and developing her social skills.

Omer Plotniarz

Belvue School

Belvue is a Secondary School for students with a range of Learning Disabilities, Emotional Behavioural Difficulties and Autism.

For many years, music therapy has been an integral part of the school's multi-disciplinary team.

EMT provides individual, group and spontaneous sessions, which include staff members to support the setting when needed.

Children are referred to music therapy with various aims, such as supporting their emotional well-being, developing their social and communication skills and increasing their self-esteem and sense of achievement.

Within the 2017-2018 academic year, 24 children from the school received regular music therapy sessions in either individual or close/open-group settings. Music therapy ranges over the different age groups in the school and involves close work with the staff and other professionals at the school. The school experienced the unfortunate loss of one of its staff members and I did my utmost to support both staff and children through what was a most difficult time.

This has been a very interesting and challenging academic year for me, trying to find my own way to fill Amalia's big shoes. I was fortunate to have the school support and patience and am pleased with the music therapy provision provided this year. I am looking forward to improving the role next year by developing a clearer referral system for music therapy and by running workshops and training for staff.

Music therapy at Belvue school continues to be valued and well supported by staff.

Short Case Study

Group setting – eight children (three girls and five boys).

The group is part of the school's VT (virtual teaching) programme which encourages children to integrate and support each other. The group is formed of children from different classes, age groups and abilities.

S' is the youngest member of the group. She is severely autistic and has 1:1 support from school staff. The group was referred to MT initially to support S' to develop her social skills within the group and to provide her with the means for communication with her peers.

As sessions progressed it became clear that the aims for the group are not just to support S' to become more involved with the school's life, to take initiative and to socialise, but also to support the group members to include her as an equal participant and for them to see her in a different light. Within the sessions, the group members encourage S' to take risks and participate in different musical activities (turn taking, free improvisations).

Moreover, the group setting allows members the opportunity to listen to each other and to be heard and acknowledged. The group setting allows them to find their voice and to share their feelings and emotions.

Initially, one girl from the group refused to participate in the session and to sing in front of her peers. She was worried about their comments and whether they would laugh at her singing. We, as a group, encouraged her to choose a familiar song that she likes and to sing it with another group member. Initially she refused, but later she took the risk and sang in front of everyone with a beautiful voice. We were all surprised by her singing and praised her. Since then, she feels more secure to participate in the singing activities and volunteers to be the first who has a "solo" part.

Omer Plotniarz

Springhallow School

Springhallow School is an Ealing LEA maintained day community special school for pupils aged 4-16 years with autistic spectrum/communication disorders. Children at the school have learning difficulties ranging from moderate to severe.

Music therapy provision in Springhallow is one day per week, which is generally five sessions of individual or group work. This year I have changed my working pattern to split my hours over two days, allowing me to fit the work around family commitments. Both EMT and Springhallow have been supportive of this and I am going to continue the pattern next year.

During this academic year, I have seen seven pupils in individual sessions. Most of these pupils have had fairly long term therapy, in order to allow time to work towards positive change and to consolidate the benefits of our sessions. Next year however, both the school and I are keen to broaden access to music therapy by including some group work, perhaps working with entire classes in the primary and/or secondary departments.

One pupil this year was referred due to low confidence, particularly in the area of his verbal communication. He was very quiet and prompt dependent, using his voice minimally at school. During the course of the year he has grown in confidence in our sessions, choosing a wide range of instruments to explore and showing enjoyment and playfulness in his musical self-expression. He seems happier at school and staff have commented that he is making more effort to use his voice.

Music therapy at Springhallow continues to be valued and well supported, and I would like to thank the school for their ongoing support.

Rachael Hannah

Pre-School Service based at PESTS

Overview of the service

This year has been eventful for the family music therapy service. Owing to attendance falling unacceptably at St Stephen's it was decided to offer the service to PESTS based at Windmill Nursery in Greenford. This was well received and has proved to be popular. EMT is continuing to provide service at this venue.

Overview of the work

The work for PESTS has been stimulating and challenging for me as a practitioner and feedback has been positive from staff and families. The main challenge has been finding a model that works for EMT and PESTS, given practical restraints such as transport, and going forward it is intended to offer a flexible service to ensure fair access, with both drop in and booked sessions, which appear to meet the current needs of the families.

Case Study

Child S, aged 4, attended with his mother and younger brother three times from September 2017. He presented without diagnosis, using speech and exhibiting curiosity in the instruments and those around him. He participated fully, showing musical awareness and adapting his playing to match that of the therapist, conflict only arising when he was asked to sit on cushions like the other children. Another child, similar in looks to S, befriended him and both families grew close. A five week hiatus then became necessary to accommodate other families and this must have disrupted both S and his family's routine as he only attended one of the next six sessions available to him, and his family stopped coming. News came to me that he was refusing to leave the house. With his family's approval I phoned him, saying how he was missed, and to my surprise and delight he immediately took the decision to leave the house and 45 minutes later arrived in the class and joined seamlessly into our activity. Though he will be moving to a different school this experience highlighted to his family the very great part music therapy could play in enhancing S's enjoyment and inclusion.

The future

I am very much looking forward to developing the work for EMT at PESTS and wish to thank all the staff at PESTS for their hard work in ensuring that music therapy is available to as many families as possible who attend PESTS.

Jessica Atkinson

Link Trustee Report

This has been a very interesting and productive year. The Autumn Term brought the challenge of relocating the Mother and Toddler work at St Stephen's Church Centre. Its location is not well served by public transport from distant parts of the Borough and proved too difficult for some families. We were sorry to leave such a welcoming and vibrant community setting but EMT is now settled at PESTS at Windmill Nursery in Greenford.

Each term we have therapists meetings and these have been excellent. During the Autumn Term we had feedback from Gemma and Rachael whom we had sponsored to attend part of the World

Congress of Music Therapy held in London during Summer 2017. It was very stimulating to hear the team debating the issues raised, with particular reference to developing their clinical work with us.

The issue of the therapists sending electronic information to their schools was the subject of the Spring Term gathering. I discovered that each school has a different system to protect confidentiality. Each therapist will use the system for their individual school. It was important to extend this debate to the monitoring information required by the Trustees and we have agreed that no personal information will be divulged. Only quantitative data, eg the number of sessions attended, will be shared. This was also discussed and agreed at a subsequent Trustee Meeting.

Gemma attended a Training Day for the Star Evaluation System for evaluating progress during a course of Music Therapy. She provided a mini training session for us in June. This is a simple diagrammatic way of illustrating a child's progress after a number of sessions. Everyone felt this was very helpful for families whose first language is not English and we will be trialling this during the Autumn term

I have visited all our schools during the course of the year and have heard many positive comments about the provision. "The children melt when they see....". ".....always has a smile and nothing is too much trouble". "Music Therapy is an important part of our school and vital for the children.

I would like to thank all the Therapists for their enthusiastic contributions and helping me to learn more about Music Therapy.

Jen Whadcoat

3. TREASURER'S REPORT

We are very grateful to the six schools in which EMT operates, namely Belvue, Castlebar, Mandeville, St Ann's, St John's and Springhallow, for their continuing to provide full funding for the therapists. This has secured a firm financial base for our therapy, whilst equally importantly has made it clear how much the schools value the contribution of music therapy, given that it does not yet rank alongside established therapies such as, for example, speech therapy.

We very much appreciate the continued generosity of City Bridge Trust. There was a temporary break in the work for which their Grant was awarded but EMT has now reinstated a similar form of support for young children accompanied by parents and we are happy to be receiving the Trust's support for this ongoing therapy.

These income streams represent our regular revenue but in addition we would wish to thank the Diageo Foundation for its 20th successive year of support and the other three donors who were kind enough to contribute to EMT during the year and whom are shown separately in the list below.

Our income remains short term – i.e. the Schools renew their funding on an annual basis - and so EMT will seek at all times to maintain at least six months' running expenses in order to meet any statutory payments which might arise in the event of our failing to attract sufficient funding to sustain our work, this aim being reflected in the end of year balance.

Donations and Contributions 2017-2018 (in £)

Diageo : 100

Fielding Primary School : 76

Keith Pickering

4. THE SERVICE

EMT keeps comprehensive termly monitoring data which is available to funders upon request.

5. THE TEAM

As at July 2018

The Therapists

Gemma Lenton-Smith	Senior 1 Music Therapist
Jessica Atkinson	Senior 2 Music Therapist
Rachael Hannah	Senior 2 Music Therapist
Omer Plotniarz	Senior 2 Music Therapist

The Therapists are highly experienced personnel. They are music graduates with a post graduate qualification in music therapy. The Music Therapists are responsible to the Board of Trustees of EMT. They receive regular support and supervision, both on a day-to-day basis and at a clinical level.

Trustees 2017 - 2018

Santosh Bhanot, Sue Charlton, Jane Harvey, Emily Johnson, Carrie O'Donnell, Keith Pickering, Andrew Whadcoat, Jen Whadcoat.

If you would like to know more about EMT then please contact us via the address on the front page of this report.

6. STATEMENT OF ACCOUNTS

A full set of accounts is available as an appendix.

The Ealing Music Therapy Project Income & Expenditure Accounts for the year ended 31 March 2018

	<u>Notes</u>	<u>2018</u>		<u>2017</u>	
INCOME		Total	Restricted	Unrestricted	
		£	£	£	£
Belvue School		7,820	7,820		7,820
Castlebar School		7,820	7,820		7,820
Mandeville School		7,820	7,820		7,820
St Ann's School		7,820	7,820		7,820
St John's School		7,820	7,820		7,820
Springhallow School		7,820	7,820		7,820
Carer Contributions		0		0	0
Donations		176		176	483
Bank Interest		26		26	31
City Bridge Trust		2,300	2,300		0
D'Oyly Carte		0			
Total Income		49,421	49,220	201	47,434
EXPENDITURE					
Salaries	1	44,939	44,939		41,120
Instruments & Equipment		255		255	370
Rent		980	980		960
Travel					0
Printing & Stationery		25		25	189
Postage				0	8
Insurance		819		819	1,121
Publicity & Promotions		700		700	394
Training		1,083		1,083	582
Miscellaneous/Petty Cash					63
Total Expenditure		48,801	45,919	2,882	44,807
Surplus/(Deficit) for the year		620	3,301	(2,681)	2,627
Balance B/Fwd		54,131	28,789	25,343	51,504
Closing Funds		54,751	32,090	22,662	54,131