



ealing music therapy

Annual Report 2019

Academic year 2018 - 2019

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Registration Number 801405

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1. CHAIRPERSON'S REPORT

Ealing Music Therapy (EMT) has maintained services at the six schools in the Borough. The individual school reports below explain how those services have continued to adapt to the changing needs of the schools.

Our community service has currently been put on hold while our partner, Parents of Ealing Self-help Training Scheme (PESTS) seek grant funding. We are very grateful to City Bridge Trust who continued to fund this service over several years. We are also grateful to Jessica Atkinson who started the service at PESTS and left EMT during spring time this year. We wish her the very best for her future career.

We are entirely dependent on the professional commitment of our Therapist team, the schools and PESTS to deliver our services and thank them for their continued efforts.

I am delighted to welcome Colin Lenton-Smith who joined us this year as a new Trustee. He brings a wealth of his own experience over many years in business.

I would like to thank all the Trustees for their continued commitment to the work of EMT – the knowledge and experience from different backgrounds that the Trustees provide is important to our continued development.

Andrew Whadcoat

2. THERAPISTS' REPORT

All EMT therapists are State Registered Arts Therapists (music) registered with HPC (www.hpc.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 a part-time occupational therapist, physiotherapist and assistant, speech and language therapist, full-time educational social worker and part-time drama therapist.

Models of Music Service Delivery: Group and Individual sessions

Due to the complex communication, physical needs and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviours. As a result therapy sessions can include teaching assistants to support the pupils through physical guidance to enable them to express and 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 six individual pupils and have run two groups. The first group was a boys group for Year 7/8 pupils in the ASD provision, to help them in adjusting to the transition of being in a new school. The aim of the group was to encourage the pupils 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 group was a post-16 girls group that ran for the full academic year. The group was set up last year to help the girls develop peer relationships and have a space to express thoughts and feelings linked to being a teenage age girl. They have used the space to talk about themes linked to friendship, fashion, family, hobbies and popular music. The girls have formed positive relationships with each other and enjoy using humour to communicate with each other through music and words. One group member was a school leaver this term and so the group were able to support her therapeutically in this transition.

As part of my own personal CPD, Ealing Music Therapy and St Ann's allowed and supported me to take on a music therapy student from Anglia Ruskin University. It was an extremely successful four month placement for the school and the music therapy student. The placement allowed two extra individual pupils and a small group of five girls from the PMLD provision in the school to receive and benefit from music therapy from January to April this academic year. The student was able to feedback and show video footage of her sessions to family members to show their child's progress in music therapy.

I was invited to be part of delivering the staff training day in May this year. We currently have students with acquired brain injury and with my prior experience the school asked me to carry out an introduction to brain injury to help educate staff how to work with this type of pupil and how it might be different to the majority of pupils whom we work with, who are born with a physical or learning disability. It was a great opportunity to re-evaluate my knowledge in this area and share it with others.

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 to 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 adapted some of the old classes to enable more children with profound and multiple learning difficulties to attend and is part of a borough-wide increase in special needs places. Ealing Music Therapy provides one day a week of therapy at Mandeville.

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 therapist, one part-time psychologist, two paediatric physiotherapists and their assistant, two part-time speech and language therapists and an educational social worker.

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

Individual sessions last approximately 30 minutes each and take place in the therapy room. Group sessions either take place in the therapy room or the classroom, depending on the purpose of the group. Group sessions can last up to 45 minutes. Due to the complex communication and physical needs and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviours. As a result therapy sessions can include LSA's to support the pupils through physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the children's needs in different ways including, physically, emotionally, socially and communicatively.

Over the past year I have worked with six individual pupils. 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 difficulties expressing themselves. With the autistic provision their difficulties can result in the children resorting to using negative behaviour or self-stimulatory behaviour, resulting in difficulties engaging in class. Individual music therapy has enabled these children to be more playful and creative, explore their voices and use an alternative way to communicate and connect with another person whilst express themselves through musical play. Four of these pupils receiving music therapy input have been school leavers this year and have needed the support in preparing them for secondary school in September. Change and transition can be daunting and anxiety-provoking for many of our pupils. Music therapy has offered a space for these pupils to explore their feelings linked to the changes and given them tools to prepare for what lies ahead. The therapist has used song writing with one pupil using a familiar song and creating new lyrics about their new school and saying goodbye to Mandeville school and their teachers and friends. The song was played to the pupil both in therapy and in class to help them prepare for the ending of school and become familiar with the name of their new school. Another pupil was able to prepare for the ending of school by using pictures and talking about the differences they had noticed between the two schools, for example different coloured uniform. They also wanted to perform a song in their leavers assembly to showcase the skills they had learnt at Mandeville school.

As part of the Saturday 'Come and Play', Music Therapy was invited to carry out an open session in Spring 2019 for families of Mandeville school. It was lovely to meet parents of some of the children I see and do not see and create music together in a relaxed environment.

Mandeville School invited me to be part of delivering the staff training day in February this year. The theme of the training day was looking at working with children with visual impairment. Throughout the day a number of teachers and professionals (including myself) delivered training sessions looking at their skills in the light of visual impairment. My presentation focused on an introduction to music therapy, working with children with visual impairment in music therapy and the skills and knowledge needed when working with this type of child, two music therapy case studies and a short workshop for staff on how to put music into practice in the class room with a visually impaired child. This was a great opportunity to further develop my skills in presenting to staff and increase my knowledge and understanding of a focused area of my clinical work.

Mandeville continue to help and support my continuing professional development allowing me to attend staff training and courses including the up-coming bereavement and Makaton training in September 2019. Many thanks to Mandeville School who have very much 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 are referred to music therapy by those who are experiencing emotional, social, psychological and behaviour difficulties. Referrals are prioritised by the Headteacher 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.

Over the past year I have worked with five individual children, one short-term social group for five girls in Year 4 and two transition group workshops for the two Year 6 classes run with the Place2Be qualified counsellor. Many of the children referred for individual music therapy have child protection plans or safeguarding concerns so are very emotional vulnerable.

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

The girls' social group ran over a 12 week period with a short break in the middle. The aim of the group was to help develop and support peer relationships between the girls and explore themes linked to friendship and what makes a good friend. The girls were able to engage in music-making, games, arts and crafts and drama to explore the idea of friendship in different ways. They were able to explore together the idea of having to be flexible in a two way relationship and how this can bring its challenges. It has been lovely to see how the girls have become more confident in this group setting by being with each other and voicing their opinions.

The Year 6 transition groups were run in the spring and summer terms with the aim of enabling the pupils a chance to explore and express their thoughts and feelings linked to leaving primary school and starting secondary school in September. 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 to secondary school. Each song was recorded and emailed to the class teacher so that they have a record of the song they had produced together.

I have continued with my part-time PhD studies this year with my proposal and ethics application being submitted through University of Roehampton research committee. My research project will investigate the role of music therapy in a primary mainstream school through a mixed methods case study research design. A triangulated process of data collection comprising (i) evaluation of clinical sessions, using the Music Therapy Sessions Assessment Scale (MT-SAS; Raglio et al., 2017), (ii) semi-structured interviews with 10-12 child participants, and (iii) a series of focus groups with approximately seven teachers/professionals. Analysis using Thematic Analysis will allow the researcher an in depth exploration of this phenomena. St John's School and Ealing Music Therapy have been very supportive in my continued professional development allowing me the opportunity to attend lectures and workshops linked to my research and learning. Many thanks to St John's School who have very much 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 an integral part of Castlebar school landscape. It is part of the school therapy provision which includes speech and language, occupational therapy, educational psychologist and a social worker and work as a Multi-Disciplinary Team (MDT). Music therapy contributes regularly to the MDT meetings and discussions.

The music therapy provision offered by Ealing Music Therapy includes individual, group and spontaneous sessions that include staff members who support the setting when needed.

Children are referred to music therapy in order to develop social interaction and emotional development, to increase concentration span and improve self-esteem through creative musical improvisations and shared played activities.

During the 2018-2019 academic year, 14 children from the school received regular music therapy sessions whether in individual close or open-group settings. The music therapy provision is spread between the different age groups in the school and involves close work with the staff and other professionals in the school.

This was a very successful and productive year in terms of music therapy which allowed me to develop my managerial skills due to change of line manager. Previously the school's therapy coordinator held the role of managing the MDT team, however due to maternity cover the role was given to the school's deputy head. She did her utmost to support me, however due to the load of her day to day work, I needed to step up and take more responsibilities in the role. This was an important lesson for me and I am grateful for the opportunity.

My relationship with school's teaching staff has improved; I prioritised referrals and referred children myself to classes according to their needs, using my professional judgment.

This year I have had a concern regarding a child's safeguarding which was flagged out and reported to the school using the school's safeguarding procedures. The school handled the situation professionally according to the procedure and made sure to update me regarding the case's outcome.

Music therapy at Castlebar school continues to be valued and well supported by staff and management teams.

In terms of my continuous professional development, I have attended 4 different courses and events:

- "Children and Young Peoples Mental Health from Early Intervention to Improved Services" – by Open Forum Event LTD which discussed the importance of early intervention with adolescence and children suffering from mental health issues, as well as discussing different approaches and therapies for treatment.
- "Music Therapy Assessment Tool for Awareness in Disorders of Consciousness (MATADOC) Training" – Royal Hospital for Neuro-Disability – practical tool for working with minimally responsive patients.
- "Tony Attwood – What you need to know about Autism" - The Association for Child and Adolescent Mental Health – providing better understanding about the condition and intervention.
- "Youth Mental Health First Aid" – Mental Health First Aid England – Identifying and providing first aid emotional support for children and adolescence.

I would like to thank EMT for giving me the opportunity to participate in those training opportunities, either by funding it directly or all being able to take a training day during a school day.

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 landscape and is part of the school's multi-disciplinary team.

The music therapy provision offered by Ealing Music Therapy includes individual, group and spontaneous sessions that include staff members that support the setting when needed.

Children in the school are referred to music therapy with various aims in mind, such as support their emotional well-being, to develop social and communication skills, as well as increase their self-esteem and sense of achievement.

Within the 2018-2019 academic year, 23 children from the school received regular music therapy sessions whether in an individual closed or open-group settings. The music therapy provision is spread between the different age groups in the school and involves close work with the staff and other professionals in the school.

The school has experienced some challenges with the construction of the new school building which had an impact on the school's nature, the students and the staff. As part of my work I tried to support the children and staff with the changes and challenges.

Due to the construction works, the school building was closed for the last two weeks of term and the entire school moved to Belvue college, the sixth-form unit. Due to the size of the building, the school asked the therapists to work remotely from home during that period.

This year has been very interesting and challenging year in regards to music therapy, especially during the end of spring and Summer terms, due to lack of rooms and space. The school did its utmost to support me and to find alternative spaces to run the sessions and I would like to thank the school's management and staff team for that support.

The school made an important action for the school's therapy provision by appointing a full-time occupational therapist, this being motivated by its holistic approach. She shares my philosophy of mutual teamwork to support the children to fulfil their potential and I am looking forward working closely with her next academic year.

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

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 and/or group work. This year I have continued to split my hours over two half-days, allowing me to fit the work around family commitments. Both EMT and Springhallow School have been supportive of this and I am going to continue this pattern next year.

During this academic year, I have worked with five pupils in individual sessions, and run a class-based music group in the secondary department throughout the year. The class group was piloted in the Autumn term, and seemed to be offering some positive opportunities for this class of pupils with complex needs, so it was continued on for the remainder of the school year. While the group was challenging at times, pupils responded to the chance to sing and play the instruments briefly or engage in their own way, and being based in their class allowed them to access this in a way that might not have otherwise been possible.

One pupil in the primary department this year was referred due to difficulties with emotional regulation and aggressive outbursts within school. Music therapy has been offered alongside positive support and clear boundaries and expectations in the classroom, and other input from clinical psychology. Over the course of the year he has made great progress. In our sessions there has been a focus on keyboard playing which has been a very positive outlet for him, and increasingly he has been able to express a greater range of emotions, including more difficult feelings, in the sessions.

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

Families coming to PESTS were offered either a pre-booked or a drop in session on Tuesday mornings during term time. These were much appreciated by those who attended. The feedback indicated the parents and carers felt empowered to use musical activities to engage with their children in positive and creative ways - "to have some family fun" as one parent put it.

EMT offered two sessions during PESTS's opening hours but unfortunately the attendance was fairly erratic owing to transport difficulties and children being absent due either to illness or medical appointments. After the Therapist left in February EMT has been working with PESTS to seek a way forward.

Jen Whadcoat

Link Trustee Report

During the year when I have visited the schools I have been struck by their attitude towards Music Therapy. It is now seen as an essential part of each school's provision and the Therapist is a valued

and much appreciated member of the School staff. On speaking to individual teachers they are keen to tell me the particular benefits they have seen. The Therapists are invited to the CPD provided by the schools and all the team have attended when they can. In turn our Therapists regularly provide talks and mini-workshops on Staff training days to enable music to be used as a communication tool throughout the week.

The termly Therapists' Meeting largely fall into two parts. After a brief update and feedback from each venue we spend the rest of the meeting discussing CPD. The Star Evaluation Scheme is proving helpful and easy to use for most clients in the Special Schools but less so for youngsters with emotional and behavioural issues. We intend to revisit this at the first meeting in September to see if we can be adapt the system. Gemma attended a session on working with clients who were visually impaired as well as having SEN this proved to be very helpful to everyone.

Our work at PESTS this year has been challenging. It proved difficult to find a mutually acceptable way of providing the service, added to which our Therapist resigned in February. PESTS and I have had several meetings to work together to re-establish Music Therapy. This service had been funded by the City Bridge Trust who were happy to continue to fund this for a short time till PESTS could find continuation funding in line with our financial arrangements with the schools. To date this has not proved possible and the Service is on hold and the City Bridge Trust grant has now been released by EMT.

I would like to thank the Therapists and staff at our schools and PESTS for all their support this year.

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 treatments such as, for example, speech therapy.

We very much appreciate the continued generosity of City Bridge Trust. There was a break in the work for which their Grant was awarded but for a short while EMT reinstated a similar form of therapy for young children accompanied by parents and we are grateful for the Trust's support throughout the duration of this activity.

These income streams represent our regular income but in addition we would wish to thank the Diageo Foundation for its 21st successive year of support and Sue Humphries, our Founder, for her donation commemorating the passing of her father, as shown in the formal list of donations given below.

Our income remains short term - ie 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 2018-2019 (in £)

<u>Donor</u>	<u>Amount (£)</u>
Diageo Foundation	100
Sue Humphries	90

Keith Pickering

4. THE SERVICE

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

5. THE TEAM

As at July 2019

Therapists

Gemma Lenton-Smith	Senior 1 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

Santosh Bhanot, Sue Charlton, Jane Harvey, Emily Johnson, Colin Lenton-Smith, 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 2019**

	<u>Notes</u>	<u>2019</u>		<u>2018</u>
INCOME		Total	Restricted	Unrestricted
		£	£	£
Belvue School		8015.00	8015.00	7,820
Castlebar School		8015.00	8015.00	7,820
Mandeville School		8015.00	8015.00	7,820
St Ann's School		8015.00	8015.00	7,820
St John's School		8015.00	8015.00	7,820
Springhallow School		8015.00	8015.00	7,820
Carer Contributions		0.00	0.00	0
Donations		190.00		176
Bank Interest		95.28		26
City Bridge Trust		6900.00	6900.00	2,300
D'Oyly Carte		0.00		
Total Income		55275.28	54990.00	49,421
EXPENDITURE				
Salaries	1	47008.63	47008.63	44,939
Instruments & Equipment		232.00		255
Rent		0.00		980
Travel		14.40		0
Printing & Stationery		0.00		25
Postage		0.00		0
Insurance		0.00		819
Publicity & Promotions		437.00		700
Training		832.00		1,083
Miscellaneous/Petty Cash		1530.00		0
Total Expenditure		50054.03	47008.63	48,801
Surplus/(Deficit) for the year		5221.25	7981.37	620
Balance B/Fwd		54751.00	32090.00	54,131
Closing Funds		59972.25	40071.37	54,751