



# ealing music therapy

## Annual Report 2015

Academic year 2014 - 2015

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[www.ealingmusictherapy.org](http://www.ealingmusictherapy.org)

Registration Number 801405

**CONTENTS**

|    |                                    |    |
|----|------------------------------------|----|
| 1. | CHAIRPERSON'S REPORT .....         | 2  |
| 2. | THERAPISTS' REPORT .....           | 3  |
|    | <i>St Ann's School</i> .....       | 3  |
|    | <i>Mandeville School</i> .....     | 3  |
|    | <i>St John's School</i> .....      | 5  |
|    | <i>Castlebar School</i> .....      | 5  |
|    | <i>Belvue School</i> .....         | 6  |
|    | <i>Springhallow School</i> .....   | 6  |
|    | <i>Saturday Music Centre</i> ..... | 6  |
|    | <i>Link Trustee Report</i> .....   | 7  |
| 3. | TREASURER'S REPORT .....           | 8  |
| 4. | THE SERVICE .....                  | 8  |
| 5. | THE TEAM .....                     | 9  |
|    | <i>The Therapists</i> .....        | 9  |
|    | <i>Trustees 2014 - 2015</i> .....  | 9  |
| 6. | STATEMENT OF ACCOUNTS .....        | 10 |

**1. CHAIRPERSON'S REPORT**

Looking back over the last decade we have successfully made a number of changes in the way that EMT is funded and operated. One of the most significant of those was to appoint a Link Trustee to provide managerial supervision of the team and a Senior 1 Therapist to oversee the clinical programme. This change in organisational structure represented a real turning point in the way we have been able to work with our Therapists enabling them to operate much more as a team with some consistent service principles. We've also been able to provide individual development support to ensure that EMT isn't just a place to work but an organisation that is able to support the team in their professional development and their careers.

Jane Harvey has fulfilled the Link Trustee role for 9 years now, working tirelessly, visiting the schools annually for feedback and review, providing managerial supervision to our Senior 1 Therapist, conducting annual appraisals and attending the termly Therapist team meetings. From just being an idea, Jane has really developed this role into something that I believe works to the benefit of our clients, our staff and the schools in which we work.

Jane has understandably decided to step down from this role now so she can spend more time with her family. The Trustees are so grateful for this commitment over a very long time and are even more grateful that Jane is prepared to stay on as a Trustee so that we can continue to gain from her knowledge, experience and wisdom. Thank you Jane.

We continue to seek new Trustees to assist us in taking EMT forwards – in the summer of 2015 we placed adverts on a number of bill boards and hope that this will bring forward some new candidates, as none of us are getting any younger!

As you will see from this report, there is a variety of work and some great feedback from the schools too.

**People**

Rachael returned from maternity leave in the Autumn of 2014 and stepped straight back in to St Ann's picking up from Jimmy Lyons who had successfully covered her work whilst she was off.

Amalia stepped down as therapist for Castlebar School during the summer term – EMT is in the process of recruiting a replacement to start during the autumn.

I would like to thank the whole team for their commitment to delivering EMT's services during the year – Amalia, Gemma, Rachael, Kim, Elaine, Jane, Keith, Sue, Jen, Carrie and Santosh.

*Andrew Whadcoat*

## **2. THERAPISTS' REPORT**

All EMT therapists are State Registered Arts Therapists (music) registered with HPC ([www.hpc.uk.org](http://www.hpc.uk.org)).

Currently EMT is based in the following settings across the Borough: Primary (including Mainstream Speech and Language Units, Special Needs and Mainstream schools) and Secondary Schools (Mainstream S.E.N Departments and Special Needs Schools). During the year the Saturday Music Therapy Centre has continued to develop its service to the community.

### **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, physiotherapist and assistant, speech and language therapist, educational social worker and drama therapist.

Models of Music Service Delivery: Group and Individual sessions

In the last academic year the therapist has seen 5 individual pupils (2 AS pupils, 2 PMLD pupils and one SLD student) and has run two groups. The first group, handed over from the previous therapist, was a whole class group. Due to the large number of students the group became a pilot group combining music therapeutically alongside the curriculum. The group drew upon the term's theme of space incorporating songs, stories, relaxation and music improvisation around this theme. Although there was an educational element to the group the therapist still reflected on the group process and how the pupils interacted and changed over the weeks. The main observation of the group was that it enabled some of the children with the opportunity to find their voices and interact musically using percussion instruments and music technology. The class created a space song in the last session. Each child used the soundbeam to contribute to the piece of music. It was amazing to see how able some of the children were in using the soundbeam purposefully especially as many were unable to access conventional instruments. The second group was a leavers' transition group for four of the young people with PMLD in the summer term 2015. The group was set up to help the students with the transition between ending school and starting adulthood. It was observed that all the young people referred responded positively to the medium of music. The aim of the group was to combine music therapeutically alongside themes linked to leaving school and the transition to adulthood. The group used songs, improvised music, games and reflections based on the themes.

One of the individual pupils handed over from the previous music therapist continued to have music therapy for the full year. This pupil has a degenerative condition which means that he has deteriorating control of his movements. The student has used sessions as a space where he can express himself through song singing, music-making through vocalising and playing instruments with the therapist, and making choices of what he wants to do in each session. Music Therapy has been a valuable opportunity for him to be in charge and make decisions, while his control in other areas of his life is diminishing.

Music Therapy continues to be valued at the 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 the School for making me feel so welcome in my first year at the school.

*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 11 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 and is 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, 2 paediatric physiotherapists and 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 and each takes 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 the 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 the music therapist has worked with five individuals and one group. The clinical work has included working with children both from autistic provision and profound and multiple learning disabilities (PMLD) provision. The children seen in Music Therapy have ranged from 5 to 10 years old. 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 explore their voices and use an alternative way to communicate and express themselves through musical play. One child in particular found it very difficult to engage in the classroom environment and exhibited a range of behaviour including kicking, throwing and hitting when he was first referred. This child was able to use the music therapy environment to express himself through creating music with the therapist, using a number of instruments and singing familiar songs that represented different parts of his life e.g. going to church, films he liked or nursery rhymes that comforted him. Singing familiar songs enabled this child to use more words, engage for longer periods of time and spontaneously create his own dance moves to the music. It was observed that this child would often become very calm at the end of each session. At the end of the year the child was more engaged in school and calmer both in therapy and the classroom environment.

Group work can involve a structured environment and can include collaboration with LSA's, and/or members of the multi-disciplinary team, in a safe familiar environment which may include the therapy room or the classroom. This academic year a joint Speech and Language and Music Therapy girls' group was set up for four girls of a similar age and ability. The group ran over the Spring and Summer terms 2015. The group aimed to enhance the girls' communication and social interaction skills e.g. choice-making, turn-taking, awareness of each other, vocalising/attempting words and listening to each other. Over the year the teaching staff and therapists observed a greater awareness of each other and a great bond between the girls both in the therapy and the classroom environment.

In May 2015 the new ASC building was completed and the children were able to move into their new classrooms. The new building is fantastic and offers new facilities including a brand new spacious music room which I have been able to use since June. It is hoped that as well as working on the children's individual goals that music therapy will provide a support for the children in settling into their new environment.

As part of the Saturday 'Come and Play' Music Therapy was invited to carry out open sessions one Saturday in March 2015 for families of Mandeville school. It was lovely to meet parents of the children and create music together in a relaxed environment.

In June 2015 two after-school workshops were carried out with teachers of the school. The first was a refresher of what music therapy is and can offer the children at Mandeville School. Two case study presentations were shown to capture the work carried out. The second workshop explored how to use

easy music based activities in the classroom setting to support the children's needs, including, singing songs, basic instrument play, stories with sound effects and relaxation.

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, a speech and language therapist and a team of 'Place2Be' councillors. Children referred to music therapy 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 therapy room in Jubilee Hall (The children's centre).

Over the past year I have worked with eight individual children, one pair-work (consisting of two of the children seen individually), and transition groups for year 6 classes run with the Place2Be qualified counsellor. Many of the children referred to music therapy are on the "at risk" register or have child protection plans, so are very emotionally 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 year many of the children have shown a positive change in their confidence, self-esteem, emotional well-being and improvement in the social skills with their peers.

As part of my CPD Ealing Music Therapy funded and gave me the opportunity to attend two Play Workshops for mainstream Children run by music therapist Jackie Roberts. I am able to apply some of the ideas and skills learnt in these workshops to my work at St John's School.

The aim of the transition group was to enable the year 6 classes to have a chance to explore and express their thoughts and feelings linked to leaving primary school and starting secondary school in September. The classes were able to work together to create rap songs to summarise their thoughts and feeling about their transition to secondary school.

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. Music therapy at Castlebar School forms an integral part of the Multi-Disciplinary Therapy provisions which includes Speech and Language, Occupational Therapy, Educational Psychology and a Social Worker. The music therapist sees children with a range of developmental delay issues, challenging behaviour and social emotional difficulties. Sessions are delivered on an individual basis and in small groups. Therapeutic aims include improving motor coordination through improvising on percussion instruments, increasing concentration span, developing social interactions and supporting emotional development which will raise self-esteem, confidence and wellbeing. Therapeutic music theatre techniques foster the imagination offering a verbal and non-verbal creative forum to allow pupils to express their inner world and feelings, supported musically and emotionally by the therapist.

Group work focuses on promoting peer interactions using turn taking activities and team work. The therapist also works in collaboration with parents/carers offering mother-child attachment-based programs which go alongside some of the school's parenting skills programs. The music therapist offers in-house training for staff and provides evidence-based outcomes to be shared with the teachers

and the Senior Management Team. Castlebar School, thanks to EMT is able to provide music therapy to children who have music therapy as part of their statement of Special Education Needs.

*Amalia Brightman*

### **Belvue School**

Belvue is a Secondary School for students with a range of Learning Disabilities, Emotional Behavioural Difficulties and Autism. Music therapy service delivery offers one-to-one therapy sessions to students who are on the At Risk and the Child Protection Register. Since last AGM the music therapist offered new projects focusing on vulnerable teenage girls. The projects, called Image in Action and All About Me, focus on tackling pertinent topics regarding self-image, sense of identity, cultural and sexuality issues.

The girls' groups project proved to be successful; the students are very keen to attend the groups every week and the teachers noticed marked improvement in self-esteem and confidence in forming relationships at school and in the community.

In addition the music therapist liaises regularly with the school's Family Worker and Psychiatric Nurse around Child Protection and Safeguarding issues. Music therapy at Belvue School enhances and complements the holistic philosophy of the school in promoting Social and Emotional aspects of Adolescents with Learning Disabilities.

The Headteacher, Deputy Head, MDT and staff at Belvue School are very supportive and promote music therapy as part of the students' educational goals and personal development.

*Amalia Brightman*

### **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.

This has been a huge, exciting and challenging year for Springhallow, as the school has been temporarily relocated whilst a new building is being completed on the Springhallow site. The school has been hosted by William Perkin CofE secondary school for the year. The transition from the old school to the host school seemed to go incredibly smoothly, and arrangements were carefully worked out to allow Springhallow pupils to access the great outdoor areas for sport, break and lunchtime when not in use by William Perkin pupils.

Work on the new school has been progressing well, and is hopefully on track to allow pupils to begin school there in September, after a few days for staff to unpack and prepare the new space.

Music therapy took place this year in the fantastic music and drama room, which had plenty of space, and piano, keyboards, drums and other easily accessible instruments. I ran six individual sessions each week and eight pupils have received music therapy over the academic year – three of these from the primary department and five from the secondary department.

One pupil who was referred due to quietness and low confidence in class has made great progress over the last term and a half, with staff class reporting greater participation in class discussion and confidence in his work. We have been working together on song creation, with the pupil coming up with lyrics for us to set to music together, which he has greatly enjoyed.

I have also had desk space in a shared multi-disciplinary office, along with the OT and speech and language therapist who have been in on the same day as me this year. This has provided great opportunity to share relevant information about pupils together, and will hopefully continue in the new school.

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*

### **Saturday Music Centre**

The Ealing Music Therapy Saturday Service continues to provide Music Therapy for children with special needs and their families on Saturdays during term time.

This last academic year has seen a slight shift in our focus. Previously we concentrated on offering small group sessions, but a large percentage of recent referrals has been for children who initially required individual sessions before having the skills, confidence or ability to join a group. This has meant that the Saturday Service has seen greater diversity in the needs and abilities of children accessing the service.

Once an individual's therapeutic aims have been evaluated, those with objectives in the areas of peer interaction, turn taking, and social development, have been assigned age and ability appropriate groups. Those with more complex needs, including Profound and Multiple Learning Difficulties, have had the benefit of one to one sessions.

We have been able to provide 132 sessions, 55 of which were one to ones (including assessments) providing a service for 18 families.

Although not appropriate for every client, three of our children went on to access 'Perform', a mainstream drama and music group, also at St Stephen's church. Unfortunately, next academic year, Perform will no longer be using the space at St Stephen's Church but are starting a SEN group at their new premises but it is our intention that EMT Saturday Service will continue to maintain close links.

We have been made more aware this year of the lack of support for parents and carers in the area. Some children who attend our service have not yet had an Education, Health and Care assessment and therefore they and their parents are not receiving any assistance or advice from their local authority. Parents and care-givers being able to meet with others in similar situations has been extremely beneficial to them in terms of providing support and as a source of information-sharing especially in relation to pre-school aged children.

One set of parents were extremely anxious over a heart operation due at Easter for their Down's syndrome child as they felt that they had been given very little in the way of information and support. Another child in the group had had the same procedure the previous year and during the children's group sessions, parents were able to share information and experiences and provide support over tea and biscuits.

Another parent expressed their gratitude to EMT as there was no longer music therapy provision at their child's school. This had ceased due to cost cutting and their child was no longer able to access the therapeutic input that had been so beneficial for them at school.

The service is now receiving a greater number of referrals than it can provide for. We have 5 new children starting with us in September 2015 and a waiting list for several more.

The service is greatly indebted to our Saturday assistant, Kim, who will return to work with us again in September. In addition to her role at EMT, and teaching commitments, Kim has been accepted onto a Masters degree course in Music Therapy, commencing in the autumn, where she will be able to utilise her superb musicianship and knowledge. This will undoubtedly also benefit the Saturday Service.

*Elaine McGregor*

## **Link Trustee Report**

I have liaised with the Therapists throughout the year and have given managerial supervision to the Senior1 Therapist.

Team meetings have been held once a term which give the Therapists an opportunity to discuss their work as well as topics related to their clinical work and Continuous Professional Development.

I have held appraisals for three Therapists and met Line Managers in five venues.

The following are some of the comments from the Line Managers:

- A Head Teacher is delighted with the Therapist's work. It has been transformational with one particular pupil progressing from a tense to a happy child. This has had a positive effect on the mother's behaviour and attitude.
- Following a family bereavement a Y6 pupil has chosen Music Therapy instead of counselling, having benefitted from M. T. in Y3.
- ..... is always ready to offer advice and solutions to staff members.
- ..... has done some good collaborative work and readily gives of her time.

- ..... is very personable and work is going brilliantly. She is independent and proactive and has an excellent relationship with parents and explains her role as a therapist.
- ..... is considered very much part of the team.
- Feedback from parents is positive and Music Therapy has had a quick and positive impact on one particular pupil.
- ..... is very reflective and has a holistic approach to her work.
- Pupils are happy to go to Music Therapy.
- ... is approachable
- Liaises with staff and they feel comfortable with her
- ... continues to do staff training
- ... continues to be creative and would like to develop the “nurture space”

I would like to thank the Line Managers for their time and comments and the Therapists for their continuing commitment and professionalism.

I have been the Link Trustee for the last nine years and after much thought and deliberation have decided to relinquish my role due to family commitments. It has been a huge pleasure and privilege to work with all the Therapists during this time. Through their work I have learned to appreciate the incalculable impact Music Therapy can have on young peoples' lives.

Also my thanks go to all the Trustees for their support and commitment to the charity plus their wisdom and guidance in taking it forward.

*Jane Harvey*

### **3. TREASURER'S REPORT**

The year 2014/2015 signalled the completion of EMT's stated 5-year goal to seek full funding from all the schools in which it operates. This has secured a firm financial base for our continued provision of therapy, whilst equally importantly has made 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.

Accordingly, we are very grateful to the six schools for which EMT provides therapy, namely Belvue, Castlebar, Mandeville, St Ann's, St John's and Springhallow, for their efforts to achieve full funding, this very positive response making it easier for the Project to consider plans which are not as before restricted only to the short to medium term.

We would like to express our thanks to the Pitshanger Community Association for its extremely generous donation of £3,323, representing the largest single donation they awarded this year, and our ongoing appreciation to the Diageo Foundation which has supported us continuously now for 17 years. In addition, we thank the D'Oyly Carte Charitable Trust for their most generous Grant of £2,500 which enabled us to maintain therapy at Castlebar whilst the school was experiencing short-term, straitened financial circumstances.

We continue to enjoy, and are very appreciative of, the generous three-year Grant awarded to us by the City Bridge Trust, which enables us to provide young children, accompanied by their parents, with music therapy at weekends. Apart from that Grant 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.

*Keith Pickering*

### **4. THE SERVICE**

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



## **5. THE TEAM**

As at July 2015

### **The Therapists**

|                    |   |
|--------------------|---|
| Amalia Brightman   | Senior 1 Music Therapist                            |
| Gemma Lenton-Smith | Senior 2 Music Therapist                            |
| Rachael Hannah     | Senior 2 Music Therapist                            |
| Elaine McGregor    | Senior 2 Music Therapist                            |
| Kimberley Ward     | Learning Support Assistant for the Saturday Service |

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 2014 - 2015**

Sue Charlton, Jane Harvey, Carrie O'Donnell, Keith Pickering, Santosh Sharma, 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 2015**

|                                | <u>Notes</u> | <u>2015</u>   |                   | <u>2014</u>         |
|--------------------------------|--------------|---------------|-------------------|---------------------|
| <b>INCOME</b>                  |              | <b>Total</b>  | <b>Restricted</b> | <b>Unrestricted</b> |
|                                |              | £             | £                 | £                   |
| Belvue School                  |              | 7,723         | 7,723             | 5,000               |
| Castlebar School               |              | 2,500         | 2,500             | 6,000               |
| Mandeville School              |              | 7,723         | 7,723             | 7,530               |
| St Ann's School                |              | 7,722         | 7,722             | 7,000               |
| St John's School               |              | 7,723         | 7,723             | 6,000               |
| Springhallow School            |              | 7,723         | 7,723             | 6,500               |
| Carer Contributions            |              | 815           |                   | 815                 |
| Donations                      |              | 3,323         |                   | 3,323               |
| Bank Interest                  |              | 32            |                   | 32                  |
| City Bridge Trust              |              | 8,825         | 8,825             | 6,450               |
| D'Oyly Carte                   |              | 2,500         | 2,500             | 0                   |
| <b>Total Income</b>            |              | <b>56,609</b> | <b>52,439</b>     | <b>4,170</b>        |
| <b>EXPENDITURE</b>             |              |               |                   |                     |
| Salaries                       | <b>1</b>     | 45,917        | 45,917            | 48,460              |
| Instruments & Equipment        |              | 250           |                   | 250                 |
| Rent                           |              | 2,001         | 2,001             | 2,144               |
| Travel                         |              | 59            |                   | 59                  |
| Printing & Stationery          |              | 88            |                   | 88                  |
| Postage                        |              | 13            |                   | 13                  |
| Insurance                      |              | 1,057         |                   | 1,057               |
| Publicity & Promotions         |              | 460           |                   | 460                 |
| Training                       |              | 590           |                   | 590                 |
| Miscellaneous/Petty Cash       |              | 15            |                   | 15                  |
| <b>Total Expenditure</b>       |              | <b>50,451</b> | <b>47,918</b>     | <b>2,533</b>        |
| Surplus/(Deficit) for the year |              | <b>6,158</b>  | <b>4,521</b>      | <b>1,637</b>        |
| <b>Balance B/Fwd</b>           |              | <b>43,432</b> | <b>15,429</b>     | <b>28,003</b>       |
| <b>Closing Funds</b>           |              | <b>49,590</b> | <b>19,950</b>     | <b>29,640</b>       |