



# ealing music therapy

## Annual Report 2014

Academic year 2013 - 2014

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

Registration Number 801405

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**1. CHAIRPERSON'S REPORT**

I hope that you will find this report as exciting a read as I do – everyone contributing new ideas and providing a service to meet the many and varied needs of our clients

The financial priority for this year was to close the funding gap to replace the substantial grant we received from the Big Lottery for 5 years and also from the London Borough of Ealing. All our schools stepped forward and looked carefully at their funding and some were able to increase. We were also successful in obtaining a grant from City Bridge Trust which contributes to the costs of running our Saturday service over the next 3 years starting in 2014-15. EMT still has a small gap to close in the coming financial year.

We haven't yet been successful in finding new Trustees to join the team and will need to make a that a greater priority in the next 12 months.

**People**

We welcomed Jimmy Lyons in September 2013 to provide maternity cover for Rachael Hannah. Jimmy has made a very positive impact at St Ann's School with new ideas including lunchtime music. Gemma stepped in and provided the cover at Springhallow School bringing her experience to this venue.

Elaine McGregor stepped down as our Saturday Assistant and we welcomed Kimberley Ward to the team. Elaine rejoined us at the beginning of the summer 2014 term as the Saturday Service Therapist when Amalia Brightman stepped down from this role. We are immensely grateful to Amalia as the Saturday Service was very much her creation and we will all support Elaine as she takes on the mantle of developing the service further.

Amazingly these staff changes were achieved without a break in service to our clients. We are very fortunate in that we have an established team with a good mix of long serving members and those who have joined more recently providing a mix of stability and new ideas.

I would like to thank the whole team for their commitment to delivering EMT's services during the year – Amalia, Gemma, Jimmy, Elaine, Jane, Keith, Sue, Jen, Carrie and Santosh. We look forward to welcoming Rachael back from maternity leave in September 2014.

*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 large secondary special day school for young people with autism, severe learning difficulties or profound and multiple learning difficulties. Many students also have a dual diagnosis of SLD and Autistic Spectrum Disorder (ASD), or complex medical conditions, severe communication disorders, sensory impairments or challenging behaviour.

In the past academic year, fourteen pupils have received music therapy. I saw two pupils with ASD throughout the year for individual sessions, while two other pupils with ASD also received individual music therapy input. Three SLD pupils had music therapy in a group format, and I also ran a PMLD group for three pupils which became a whole class session for these three pupils as well as the rest of their class (four more pupils) from January.

The PMLD group was handed over from previous therapist Rachael, but due to the fragile health of the pupils and their frequent absences, I decided to open up the session to the whole class group. This was a successful intervention. One member of the group really developed in her communicativeness and this was considered by her class teacher and mother to be a result of her music therapy participation. Other members surprised staff with their musicality and engagement in music therapy.

One of the individual ASD pupils who I saw throughout the year has a degenerative condition which means that he has deteriorating control of his movement. He has used his sessions as a space where he can express himself through improvised singing, playing castanets and piano, while enjoying entering into musical turn taking and telling me what to play. Music therapy has been a valuable opportunity for him to be in charge and make decisions, while his control in other areas of life is diminishing.

I provided lunchtime music in the canteen each week, playing guitar at the beginning and end of lunchtime. I implemented this intervention as lunch can be a difficult transition time for students. This music was valued for its impact on the atmosphere, and students had the opportunity to come and strum the guitar, request songs, have a dance, or simply sit and listen.

Music therapy continues to be valued, and staff have been very supportive in assisting within sessions and attending the presentations that I gave on music therapy within the school. I finished up sessions the week before end of term to complete report writing, and to handover to Gemma who will take over from September.

I would like to thank Mary Kelly, Gillian Carver and all at St. Ann's for their help and support throughout the year, and of course the admirable team of EMT for the opportunity to work with them and for all their kind support in my first music therapy post.

*Jimmy Lyons*

### **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 is in the process of expanding the school to enable more children with profound and multiple learning difficulties to attend and is part of a borough-wide increase in special needs places. Currently EMT provides one day a week of therapy at the school during term-time.

Models of Music Service Delivery: Group and individual sessions.

Music therapy is part of the multi-disciplinary team which involves 3 part-time paediatric occupational therapist, 1 paediatric physiotherapist and assistant, 3 part-time speech and language therapists and an educational social worker.

Some individual music therapy programmes 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 targets.

Individual sessions lasting approximately 30 minutes take place in the therapy room. Group sessions which can last up to 45 minutes take place either in the therapy room or the classroom depending on the purpose of the group. Due to the complex communication, physical needs and socio-emotional stage of development, some pupils may demonstrate challenging behaviours. As a result therapy sessions can include LSA's to support the children 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 have ranged from 6 to 10 years old. Many of them 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 behaviours or self-stimulatory behaviours 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 number of inappropriate behaviours including biting, throwing and hitting. Music therapy was one of the few environments in which the child was able to engage for up to 20 minutes with reduced behaviours. This child was able to use this environment to explore different vocal sounds and participate in music-making. The 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 their classroom. This academic year one group consisted of children from the PMLD provision. The group was a "Boy's Group", 3 boys from the same class. The aim was to enhance the boys' non-verbal communication, 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 observed a greater awareness and a greater bond between the boys both in the therapy sessions and the classroom environment.

Many thanks to Mandeville School who have very much supported and valued 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 is an integral part of the Multi-Disciplinary Therapy Provisions which includes Speech & Language, Occupational Therapy, Educational Psychology and Social / Family Worker. The music therapist liaises regularly with class teachers and Learning Support to meet individual and educational needs in a holistic way, monitoring and sharing information relevant to the pupils' overall development and well-being.

Ealing Music Therapy is offered at Castlebar School on a once a week basis and aims to promote and support the child's Individual Education Plan focusing on emotional developmental aspects which might be in the way of achieving educational and social targets. The therapist offers one-to-one and group sessions as well as and nurture group projects targeting children with developmental delay, trauma and severe learning difficulties. Individual sessions focus on attachment difficulties helping the child's with attachment issues to form trusting relationships and gain self-esteem and confidence.

Group work focus on peer interactions, turn taking and listening skills and the ability to work as a team. The therapist also works in collaboration with parents/carers offering mother-child attachment focused programs and musical Theraplay® activities to help with communication and playfulness. The music therapist offers in-house training for staff and presents the benefits and outcome of music therapy to teachers and the Senior Management Team.

*Amalia Brightman*

### **St John's Primary 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.

Music therapy is part of the multi-disciplinary team which involves 1 paediatric occupational therapist, speech and language therapists and a team of 'Place2Be' counsellors. Children are referred to music therapy who are experiencing emotional, social, psychological and behaviour difficulties. Referrals are prioritised by the Head teacher and the Assistant Head (inclusion leader).

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 6 individual children, one group for Year 6 girls experiencing friendship difficulties and in collaboration with the Place2Be qualified counsellor, ran transition groups for year 6 classes moving onto secondary school. Many of the children referred to music therapy are on the "at risk" register or have child protection plans so are 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 and 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 improvements in social skills with their peers.

The aim of the transition group was to enable the year 6 classes a chance to explore and express their thoughts and feeling 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.

This year I had the privilege of presenting at the British Association for Music Therapy Conference. I presented on 'Promoting Mental Well-being in Children in Primary Education' which was inspired by the work at St John's and included a case study on one of the pupils I work with. I would like to take this opportunity to thank Ealing Music Therapy for the financial and supervision support they gave me to be able to attend and present at the conference.

Many thanks to St John's School who have very much supported and valued having music therapy this year.

*Gemma Lenton-Smith*

### **Belvue School**

Belvue is a Secondary School for students with a range of learning disabilities, hearing/visual impairment, Emotional Behavioural Difficulties and Autism. Music therapy continues to offer one-to-one therapy sessions to students who are At Risk and on the Child Protection Register. This year the music therapy group work focused on forming Girls' Groups offering vulnerable teenage girls an opportunity to form friendships across the school to voice their ideas and feelings about growing up integrating expressive music theatre activities and the creative arts.

Music Therapy aims include emotional literacy, peer interaction as a supportive network having a private space for self-expression, the exploration of creativity and the opportunity to come to terms with difficult life transitions, separation and loss.

The music therapist liaises regularly with the school's Family Worker and Psychiatric Nurse for Child Protection & Safeguarding issues. Music therapy at Belvue School enhances and complements the whole school philosophy of fostering Emotional Literacy and Nurture with Adolescents with Learning

Disabilities. The Headteacher, Deputy Head and staff at school are extremely supportive and appreciative of music therapy as part of the students overall educational and personal development..

*Amalia Brightman.*

### **Springhallow School**

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

Models of Music Service Delivery: Individual sessions or group sessions.

In the last academic year I have worked with six individual pupils. Two of these pupils were from the primary section and the remaining four were from the secondary section. The pupils were referred primarily for difficulties in communication and social interaction highlighted in their previous annual review. One secondary pupil was referred for difficulties in low self-esteem and confidence and had a dual diagnosis of autism and OCD. He was able to use sessions to express himself through musical stories, games and music-making. There has been positive shift in his confidence throughout the year both in therapy and in class. I have also worked jointly with the OT with two of the pupils. Programmes have been created for teaching staff to use with these pupils in the classroom setting incorporating musical and sensory ideas.

This year I have worked in the school's DT room on a Wednesday. This room is used regularly on the remaining four days of the week as a therapy space by the OT and teaching staff to carry out therapy programmes.

The pupils finished their summer term earlier than usual this year due to staff carrying out preparations to move to William Perkins School in the final week of term, so that the school would be ready to start in the new site for September. Springhallow staff and pupils will occupy part of William Perkins School from September 2014 to July 2015. A new larger building will be built on the original Springhallow site and aims to be ready for September 2015.

Springhallow school has very much supported and valued having music therapy this year. I would like to thank the school for making me feel part of the school team for the past year I was there covering Rachael's maternity leave. I would also like to thank EMT for giving me the opportunity to work at the school.

*Gemma Lenton-Smith*

### **Ealing Saturday Music Centre**

Saturday Service continued offering music therapy group sessions to children who might feel social isolated within the community. Parent / Carers also have an opportunity to support each other and share ideas strategies and interventions as well as form new friendships. The sessions take place at St Stephen's Church Centre; we run three programs a year, 10 sessions in each program.

The sessions offer musical activities using a range of percussion instruments, musical improvisations, singing and dramatic play. The Saturday Service has worked very closely with other creative groups based at the Church Centre to help them develop their Inclusive Policies enabling our clients to access Drama Groups and various charity events.

*Amalia Brightman*

The Saturday Service principally offers small group sessions, the service focuses on peer interaction, communication, turn taking and social development. Some individual sessions are offered to children and care givers to enhance their relationships through musical play and learn new ways of interacting with each other.

Parents and carers have also found the service beneficial in providing an opportunity to meet and find support from others in similar situations, in their community.

This year has seen some changes in the Saturday team. Our new support assistant Kimberley Ward started at the end of 2013 bringing with her musicianship, teaching experience and lots of enthusiasm. Unfortunately the children and their families waved a sad good bye to Amalia at Easter when the previous support assistant, Elaine McGregor, now a fully qualified Music Therapist took over the reins,

The children and families adapted to the changes quickly and the service remained busy with a waiting list for the autumn

There were changes to, to the 'Perform' staff, a drama and music group also at St Stephen's Centre on Saturday mornings. The new leaders showed an interest in the music therapy sessions and through liaising with them we have been able to 'graduate' three children who were with us for some time to their groups, Through working together with the 'Perform' staff we have been able to adequately support the children and their families towards accessing this mainstream group and the staff still liaise with us over the progress of these children

After we held a 'graduation' party for the children leaving us, a mother of a boy with Down's syndrome wrote a letter saying how much her son had benefitted saying "We hope you will be able to give many children the opportunity he was able to experience and learn from"

One girl, who accessed the service in January 2014, had a series of one to one sessions. She presented as shy and hesitant and her activities were ritualistic and repetitive. Her family were concerned over her lack of speech and were awaiting confirmation of a statement of Autism. She responded well to these sessions and after Easter joined two other boys of similar ages and abilities. She quickly gained confidence and enjoyed singing and making up songs with the other group members. She is now interacting well socially and tolerating spontaneous music making. The children in the group enjoy each other's company and their level of verbal communication improves every week along with their level of creativity.

Seven children, aged between 3 and 8 will continue with us in September 2014: one individual and two groups of three with three more booked for assessment

The service is receiving a growing number of referrals and has been invited to present on Music Therapy to support group for parents, family friends and care givers of children with Down's Syndrome living in Ealing.

*Elaine McGregor*

### **Link Trustee Report**

I have continued to liaise with the Therapists throughout the year and met with the Senior 1 Therapist for Managerial Supervision.

Team Meetings with the Therapists have been held once a term. These are an opportunity to discuss their work in the venues as well as topics related to clinical work and Continuous Professional Development.

During the course of the year I have visited all the schools and met the Therapists' Line Managers and have conducted two appraisals.

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

- The Therapist communicates well with staff and parents.
- Music Therapy has helped an elective mute to make progress in communication and this has become evident in the school environment.
- Music Therapy has helped a pupil with poor social skills to cope better in class.
- The school has benefitted from the collaboration between the Therapist and the PLACE2BE Manager.
- Phase Leaders and Management have developed a real understanding of the Therapist's work.
- Music Therapy has helped an anxious pupil feel more emotionally secure and helped the pupil to participate in class.
- The Head Teacher values discussions with the Music Therapist as the focus is on the emotional impact on pupils and not just academic achievement.
- Music Therapy has had a calming influence.
- Music Therapy has encouraged the pupil to use his voice.
- Music Therapy has helped the pupil be less anxious and more outward looking.
- The Therapist is valued for the way in which she approaches people. She is perceptive, never judges and communicates well.
- Relevant information discussed at meetings between the Therapist and the Family Worker have been beneficial to all concerned.
- The Therapist is valued and seen as very much part of the school community.

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

*Jane Harvey*

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

The year 2013/2014 has been one of consolidation. As noted in the previous Treasurer's Report EMT has continued to seek full funding from the schools in which it operates, and this programme of development is now almost complete, with the majority of schools contributing the full amount and the remainder having undertaken to do so as soon as their financial situation permits.

Accordingly, we are very grateful to the five schools for which EMT provides therapy, namely Belvue, Castlebar, Mandeville, St Ann's, St John's and Springhallow, for their efforts to secure full funding, this very positive response making it clear how much our work is valued.

We would also like to express our particular appreciation to the Diageo Foundation which has supported us continuously now for 16 years.

We have recently been awarded, and are very appreciative of, a three-year Grant from the City Bridge Trust. Apart from that Grant our income is short to medium term and with no long term guarantee we would ideally wish to maintain at least nine 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. Funders, however, regard this level as overcautious and so with reluctance we have been obliged to reduce the cover to six months of operating expenditure, this being made clear by our end of year balance.

We would like to thank the following institutions who supported EMT throughout the 2013/2014 financial year:-

#### **Donations and Contributions 2013 - 2014**

<b>Donor</b>	<b>Amount (£)</b>
Diageo Foundation	100.00
Ealing Club	228.00
Questors Choir	1,187.51
Rotary Club, Ealing	350.00
	<b><u>1,865.51</u></b>

*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 2014.

#### **The Therapists**

Amalia Brightman	Senior 1 Music Therapist
Gemma Lenton-Smith	Senior 2 Music Therapist
Rachael Hannah	Senior 2 Music Therapist
Elaine McGregor	Senior 1 Music Therapist
Jimmy Lyons	Senior 1 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 2013 - 2014**

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 2014**

	<u>Notes</u>	<u>2014</u>		<u>2013</u>
		<u>Total</u>	<u>Restricted</u>	<u>Unrestricted</u>
<b>INCOME</b>		£	£	£
BIG Lottery Fund		0		14,250
Belvue School		5,000	5,000	3,000
Castlebar School		6,000	6,000	4,000
Mandeville School		7,530	7,530	5,000
St Ann's School		7,000	7,000	6,000
St John's School		6,000	6,000	6,000
Springhallow School		6,500	6,500	3,500
Carer Contributions		670		455
Donations		1,866		799
Bank Interest		29		38
City Bridge Trust		6,450	6,450	
<b>Total Income</b>		<b>47,044</b>	<b>44,480</b>	<b>43,042</b>
<b>EXPENDITURE</b>				
Salaries	<b>1</b>	48,460	48,460	56,301
Instruments & Equipment		0		9
Rent		2,144	2,144	1,911
Printing & Stationery		103		36
Postage		73		30
Insurance		1,049		1,044
Publicity & Promotions		536		626
Training		1,146		818
<b>Total Expenditure</b>		<b>53,510</b>	<b>50,604</b>	<b>60,775</b>
Surplus/(Deficit) for the year		<b>(6,466)</b>	<b>(6,124)</b>	<b>(17,733)</b>
<b>Balance B/Fwd</b>		<b>49,898</b>	<b>21,553</b>	<b>67,631</b>
<b>Closing Funds</b>		<b>43,432</b>	<b>15,429</b>	<b>49,898</b>