



ealing music therapy

Annual Report 2020

Academic year 2019 - 2020

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www.ealingmusictherapy.org

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 and the Link Trustee report explain how those services have worked particularly during the Covid-19 pandemic.

We are entirely dependent on the commitment of our Therapist team and the schools to deliver these services and thank them for their continued efforts in what has been a very different academic year.

During the year two of our Trustees stepped down after many years of continuous service. Carrie O'Donnell had been with EMT since the early days in the 1980s and brought an enormous range of experience both as a parent but also working with other organisations supporting both children and adults with special needs. Carrie was always there at Trustee meetings and brought us much wise insight. Jane Harvey was for several years our Link Trustee and it was under her leadership that we put in place a Music Therapist team structure which included regular team meetings to discuss caseload, establish a common way of working across the schools and start regular school liaison. We are very grateful to Carrie and Jane for all they have contributed to EMT and wish them both the very best for the future.

Towards the end of the financial year Keith Pickering said he would like to step down as Treasurer after twenty-four years in the role. Keith joined in 1996 when EMT was struggling financially and needed to find a new way to fund the work. Keith brought the leadership necessary to help the Trustees focus on the monies that needed to be found, and as a result we started to fund the work from grants. We are enormously grateful to Keith for his continued commitment to EMT as he remains a Trustee. Colin Lenton-Smith put his name forward as Keith's replacement and was unanimously voted in as Treasurer.

It is a few years since EMT formally reviewed its strategy and in late 2019 we embarked on a process to assess the future and our options. Led by Santosh Bhanot and Colin Lenton-Smith there is a brief overview of this important work in section 5 of this report.

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 and a full-time educational social worker.

Models of Music Service Delivery: Group and Individual Sessions

Due to their complex communication and physical needs and the socio-emotional stage of development of the children, some 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 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 first two terms of the last academic year, I have seen four individual pupils and have run one group. The group was for four post Year 11 girls. It has run for three years now and was set up originally to help the girls develop peer relationships and have space in which to express thoughts and feelings linked to being a teenage 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.

Due to COVID-19 and England going into lockdown, schools were closed in March 2020. St Ann's School initially closed in the summer term and then reopened to support children who were of high risk or were children of keyworker families. Over this term a small proportion of the pupils were allowed back to school on a part-time basis. The therapist worked remotely to offer services to the school, providing a weekly music group via zoom. The group took place on a Thursday morning with approximately 10-20 pupils accessing each session. It evolved over the term, drawing upon social and communication skills such as choice-making, singing, following commands and turn-taking. Two pupils accessing the group were Year 14 school leavers. The group was the perfect opportunity to reflect upon their leaving and to count down the weeks left in school to prepare them for the ending. The staff were extremely supportive during the groups and encouraged pupils to participate to the best of their abilities. Classes were given the opportunity to choose familiar songs including Disney songs and pop songs. The therapist encouraged the pupils to sing by leaving gaps for them to sing the missing word.

Over this period the EMT music therapist put together a music resources pack for parents of children who remained at home. St Ann's were able to put this resource on their website for all parents to access.

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 during lockdown, enabling all students to participate, even those 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, 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. The school is split into two sections: the autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD). Music Therapy is provided at Mandeville for 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 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 the development of motor planning skills, sensory regulation, communication and social skills to link in with Individual Education Plan goals.

Individual sessions last 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 their complex communication and physical needs and socio-emotional stage of development of the children, some pupils may demonstrate challenging behaviour. As a result, therapy sessions can include LSA's to support the pupils using 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.

For the first six months of the past year I worked with six individual pupils. The clinical work included working with children from nursery, the 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. Children referred for music therapy from the autism provision can often have difficulties being in the classroom and interacting with others around them. They often resort to using negative or self-stimulatory behaviour. Individual music therapy has enabled these children to be more playful and creative in a child-led environment. It also allows them to explore their voices and to use alternative ways in which to communicate and connect with another person whilst expressing themselves through musical play.

Due to the COVID-19 pandemic and the country going into lockdown the schools closed on March 11th 2020. Mandeville School initially closed at the start of the summer term and then reopened to support children who were of high risk or were children of keyworker families. Over the term the school slowly increased the number of children accessing the school, allowing approximately 80 children back to school on a part-time basis.

Due to outside professionals not accessing the school over the lockdown period I worked remotely from home to offer services to the school. During the summer term I co-ran an online music and communication group with the school speech and language therapist. The group took place twice a week and two to five classes were able to access each group session. The sessions evolved over the term, drawing upon social and communication skills such as signing, choice-making, following commands and turn-taking. Typical activities included songs linked to body awareness including head, shoulders, knees and toes, Simon says and happy and you know it. We have used songs which encouraged signing animals, including Old Macdonald Had a Farm and in the jungle. Classes had the opportunity to choose what song they wanted to listen to and share with the other classes. The therapist also encouraged staff and class pupils to be involved in choosing elements in the songs played, such as the type of animal to sing in Old MacDonald. Roughly 20 group sessions were carried out over this period, allowing approximately 25 children to access the group.

As well as running the group I have been able to see one child online for Zoom sessions with his family present. He will be leaving Mandeville in July and so it was a great opportunity to end the music therapy work we had started in school together. The therapist supported this pupil with the transition process of leaving his current school to move on to a new school in September. It has been fantastic to carry out online family work that I had never envisaged doing before.

During this term I also contacted all the families of the children with whom I had carried out individual work for at least two to three times during the first two terms of the year. For some who were not accessing school I put together videos of each child's favourite songs within music therapy. The class teachers of these children were able to email these to families for their child to watch. I was also able to feed back to the school any concerns the families had for which the school could offer support.

Mandeville continued to help and support my continuing professional development, allowing me to attend staff training and courses including Bereavement and Makaton training in September 2019. My 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 as a result of experiencing emotional, social, psychological and behavioural difficulties. Referrals are prioritised by the Headteacher and the Senior Leadership 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.

For the first two terms of this academic year I worked with five individual children, and ran a short-term social group for five girls in Year 5. The girls' social group ran over a five week period in the autumn term. This was a continuation from the term before and acted as an ending to group process. These five weeks provided a transition period to help the girls settle in to Year 5. 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 challenges. It was lovely to see how the girls became confident of voicing their opinions in the group setting.

In January/February 2020 the Place2Be co-ordinator and I carried out staff training on the music therapy and Place2Be services. The training included how to support children's emotional well-being in the school environment and techniques to assist with this for teaching staff.

Due to COVID-19 and the country going into lockdown all schools in England closed in March 2020. Initially St John's closed and then reopened at the start of the summer term in order to support children who were of high risk or were children of keyworker families. During this time I was able to offer two children on my case load the school's provision of online music therapy sessions. The school were very supportive in setting up the sessions each week for these children. Feedback from the school was that both children looked forward to their weekly sessions and appreciated having this continued support. Such support was particularly important, given the continual government changes to certain aspects of life allied to children slowly returning to school and a busier environment. These two pupils received 12 sessions during the term. Starting from 1st June Year 6 children also returned to school. One Year 6 pupil I had been working with before lockdown was also offered online music therapy sessions, enabling therapy to end for this pupil before starting high school in September. This pupil received four sessions in total.

Two to three times during the last term I contacted all the families of the children with whom I had worked prior to lockdown in order to offer support. I was also able to feed back to the school any concerns the families had for which the school could offer assistance.

I have continued with my part-time PhD studies this year, with my proposal and ethics application being accepted through the University of Roehampton's 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, analysed using Thematic Analysis will allow the researcher an in depth exploration of these issues. Data collection began in March this year but had to be put on hold due to lockdown. The aim is to restart data collection in September 2020. St John's School and Ealing Music Therapy have been very supportive in my continued professional development, affording 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 the Castlebar school landscape. It is part of the school therapy provision which includes speech and language, occupational therapy, an 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 which include staff members who 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, utilising creative musical improvisations and shared play activities.

Within the 2019-2020 academic year, 38 children from the school received regular music therapy sessions in either individual closed or open group settings. The music therapy provision spread between the different age groups in the school and involved close work with the staff and other professionals who work at the school.

This was a very successful and productive year in terms of music therapy, especially with regard to the group work I have done running four different class groups. Due to the important group work, my relationship with the teaching staff has improved, which reflected upon the day to day work.

The change of line manager at the end of the autumn term had an impact on the music therapy work, which required me to take more initiative and to prioritise my case load according to my professional judgment. This has been a great lesson for me and I am grateful to have had the opportunity to develop my managerial skills.

During the COVID-19 outbreak the school stayed open with a limited number of children and staff. As a result I did not go to the school and did my utmost to support the school remotely as it requested. I provided some online music making activities for the families at home and songs for the school to post on their website, as well as individualized videos for two children from my case load.

In the summer term I went back to the school and worked with two children (one with MT in his ECP) and a leavers' group to support their transition upon leaving school.

By the end of March EMT had been advised by school management that due to lack of funding the service was to be terminated at the end of this academic year. I thanked the staff members and the school headteacher for the support and opportunity to be part of the school's life for so many years.

I have been fortunate to get the opportunity from EMT to set up a new service in the next academic year with Coston Primary school. I would like to thank EMT for supporting my ending with Castlebar school and the setting up with Coston.

I would like also to thank EMT for its support and help. Thank you.

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 which include staff members who support the setting when needed.

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

During the 2019-2020 academic year eight children received regular music therapy sessions within an individual setting. The music therapy provision spread between the different age groups in the school and involved close work with the staff and other professionals at the school.

The school has experienced challenges arising from the construction of its new building. Such construction had an immediate impact upon music therapy by reducing its work space. Once construction finished, however, things seemed to settle down and I got a permanent room in which to run the sessions.

With regard to the practical work, there were some staff changes which affected the music therapy service to some degree, such as not having a designated line-manager until December, as well as changes in the working relationship with the school's clinical psychologist.

During the COVID-19 outbreak the school stayed open with a limited number of children and staff. As a result I did not go to school and did my utmost to support the school remotely as it requested. I provided some online music making activities for the families at home and songs for the school to post on their website, as well as individualized videos for one child who was unable to attend school.

In summer term the school was kind enough to provide transportation to the school (following the guidelines) and I could go back to work and support the school and its students.

Considering the challenges, the school and management team did their utmost to support me in providing music therapy services during this unprecedented time.

I could say with confidence that 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 the pattern next year.

This has been an academic year of two halves. Up until mid-March, I worked with four pupils from the primary department in one to one sessions, and a class-based group in the secondary department. Three of the individuals were new referrals and one was continuing sessions from the previous academic year. The class group was a group of nine pupils, who all have quite complex needs. We experimented with being in the music room or having sessions in the classroom, trying to make this as accessible as possible to all class members.

Owing to the COVID-19 pandemic, from mid-March the school was closed to the majority of pupils, and sessions were therefore unable to continue. I worked to support the pupils and school remotely in various ways, such as (along with the EMT team) providing links to music based online remote learning ideas, making calls to families of individuals I was working with, recording and sending videos of songs we may have done in sessions for those pupils, and maintaining email contact with staff. I also focused on using time for CPD with a variety of online training courses or sessions.

Music therapy at Springhallow continues to be valued and well supported, and I would like to thank the school for their ongoing support. Things will obviously be different in this coming academic year but I hope we will find a way to continue music therapy sessions in the safest way possible.

Rachael Hannah

Link Trustee Report

This year has roughly divided into two, pre and during lockdown, due to the COVID-19 pandemic. The autumn term went very well and the Therapists' Meeting in December was a time to reflect on this with case presentations using the Star Evaluation System and an interesting discussion on suitable songs which could be used for a whole class session for young adults with autism.

I continued to meet with PESTS in the Autumn Term to consider how we could support them with Music Therapy. It became clear they only needed sessions to fit in with their morning timetable and this did not equate to our established practice of employing a Music Therapist for a school day. They subsequently decided to employ a sessional Music Therapist to support their families.

By the middle of February the COVID-19 infection rate was increasing and all Special Schools were starting to make contingency plans, these being superseded by the Government closing all schools early in March. All schools were eventually reopened for vulnerable pupils and key workers' children but the take up was very variable. Some schools wanted outside professionals to continue working but most did not.

We held a number of remote meetings to work out alternative ways of providing music therapy which are outlined in each venue report. Working in different ways meant new guidelines to be followed and we had to explore getting family permission to provide Zoom sessions for children, whilst obtaining permission to put material on School websites in the correct format. Amongst many other considerations The British Association of Music Therapists provided excellent advice, as did the Government websites.

At the beginning of the summer term the new way of working was established and to begin with I kept in touch with the team and schools weekly. The staff were grateful for the support and creativity shown by the therapists and there was plenty of positive feedback from parents and schools. In March we were informed by Castlebar School that owing to financial constraints they did not want Music Therapy to continue in September. I am pleased to say that at much the same time Coston Primary School in Greenford approached us to provide a day of therapy for the Ark, a unit for young children with autism. I visited them at the end of the summer term and the service will be up and running in September.

Mandeville are keen to have another day of Music Therapy as the school is admitting more children with complex needs who would benefit from our service. Plans are well under way and it is hoped to start this during autumn term 2020.

All our current schools have paid the invoices for the next school year, which is very positive. I am very grateful to Gemma, Rachael and Omer for their tenacity in continuing to develop Music Therapy for us in new ways. Let us hope all the children return in September and we can re-establish face to face sessions in our schools.

Jen Whadcoat

3. TREASURER'S REPORT

For the financial year 2019/20 we were very grateful to the six schools, namely Belvue, Castlebar, Mandeville, St Ann's, St John's and Springhallow, for providing full funding for the Music Therapy service. Due to the ending of the PESTS service which provided therapy for young children accompanied by parents earlier in the year, EMT had unused funding from City Bridge Trust for this project which was repaid. We very much appreciate the generosity of City Bridge Trust and 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 22nd successive year of support as shown in the formal list of donations given below.

Towards the end of the academic year Castlebar gave notice to EMT to terminate the service for the next academic year due to lack of funding. However, we are delighted that Coston Primary School has agreed to take a Music Therapy service from September 2020 and Mandeville intends to take an additional day's Music Therapy service during the next academic year. Despite the potential disruption to funding as a result of the COVID-19 pandemic all the remaining schools, Belvue, Mandeville, St Ann's, St John's and Springhallow have paid for the services for the next academic year. This has secured a firm financial base for our therapy for the financial year 2020/21, 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 support such as, for example, speech therapy.

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 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, this aim being reflected in the end of year balance.

Donations and Contributions 2019-2020 (in £)

<u>Donor</u>	<u>Amount £</u>
Diageo Foundation	100

Colin Lenton-Smith

4. THE SERVICE

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

5. STRATEGY DEVELOPMENT

EMT recognise the significant benefits of Music Therapy and since 2019 have been reviewing ways to expand current services across the London Borough of Ealing. Led by Santosh Bhanot and Colin Lenton-Smith a strategy development workshop was held in Feb 2020 with the EMT Board and Consultant Mary Ann Auckland.

Subsequently, a task force with Santosh Bhanot, Colin Lenton Smith, Emily Johnson and Andrew Whadcoat will research and draw-up plans for a 5-10 year strategy during this fiscal. This is an exciting time for us and our vision is to expand from today's 100 clients to several hundred across not only Special Needs but additionally Mainstream schools.

Santosh Bhanot

6. THE TEAM

As at August 2020

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, 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.

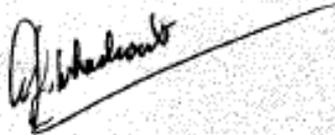
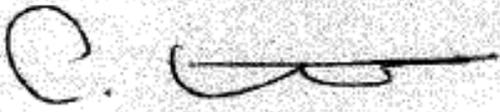
Trustees

Santosh Bhanot, Sue Charlton, Emily Johnson, Colin Lenton-Smith, 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.

7. STATEMENT OF ACCOUNTS

A full set of accounts is available as an appendix.

The Ealing Music Therapy Project Balance Sheet Year Ended 31 March 2020				
	Notes	£	2020 £	2019 £
Assets:				
Bank Balance @ 31/03				
Meridian HSBC			3,319	2,936
Treasurer HSBC			55,157	57,036
Net Assets			<u>58,476</u>	<u>59,972</u>
Financed by:				
Private Fund Account:				
Reserves B/Fwd at 1 April 2019			59,972	54,751
Surplus/(Deficit) for the year			(1,496)	5,221
Restricted Reserves	2	45,251		
Unrestricted Reserves	2	13,225		
Reserves C/Fwd @ 31 March 2020			<u>58,476</u>	<u>59,972</u>
				
Andrew Whadcoat - Chairman			Date: 19/9/2020	
				
Colin Lenton-Smith - Treasurer			Date: 17/9/2020	