

# EALING MUSIC THERAPY



ealing  
music  
therapy

ANNUAL REPORT  
2022-2023



Ealing Music Therapy  
126-128 Uxbridge Road  
Ealing  
London W13 8QS

Registered Charity No. 801405

# ABOUT

Ealing Music Therapy (EMT) is an independent charity providing Music Therapy to children and young people in schools across the Borough of Ealing.

Established in the 1990s, EMT continues to expand with a vision to be available to all children and young people who can benefit, particularly children with special needs, by 2030.

Music therapy is a powerful clinical intervention delivered by Music Therapists trained to a master's level in the application of music as a therapeutic and psychosocial tool.

Our Music Therapists use music to form a therapeutic dialogue with children to support them to reach their potential. We see children with a wide variety of disabilities and additional needs including:

- Challenging behaviour
- Social and communication difficulties
- Psychosocial and emotional needs
- Loss and bereavement

Therapy sessions aim to nurture spontaneous responses to rhythm, sound and music-making, using music-based therapeutic approaches to meet individual needs.

The Therapist helps the child/young person make links in a dynamic way between how they play out their feelings and access their emotions, increasing self-awareness and creativity.

The universal language of music makes the therapeutic process accessible to children/young people from diverse cultures and languages.



# CHAIRPERSON'S REPORT

It is with trepidation and excitement that I took up the chair position at EMT this year, after serving for over 20 years as a Trustee. This has been a year of welcoming a new Board with Saz Vora, Walid El-Yafi, Cidalia Mendes and Rachael Nolan, all with specialist skills, enriching decision making and strategy. I would like to thank them for this as we move into another gear.

Colin Lenton-Smith continues as Treasurer and takes on the position as Hon. Secretary. I thank him for his dedication and commitment to bringing EMT through this challenging year – we have spent many hours looking at strategy, funding, recruitment and avenues of growth.

Our Music Therapists are committed and passionate in providing supportive Music Therapy in the 6 schools we support, and I thank our highly experienced Therapists Gemma Schiffner, Omer Plotniarz, and welcome our new Therapist, Robert Simonis. Gemma Lenton-Smith, our Senior Therapist, continues in providing solid leadership, guidance and support to the Therapist Team, and continues with her clinical work and interactions with the Board.

We continue our Music Therapy Service in schools that have been significant partners - Mandeville, Belvue, Springhallow, St Ann's and St John's - over the many years that we have provided Music Therapy to their pupils, and welcome Selborne this year. I have had a chance to speak to the Heads of School/Special Needs Departments, allowing me to share our new growth vision – 'To provide Music Therapy to children and young people in the London Borough of Ealing who can benefit from Music Therapy'. I look forward to sustaining this partnership in the coming years.

EMT's approach to Music Therapy is unique. Our Music Therapists work closely with the school's multi-disciplinary team and as an integral part, alongside teaching staff, to implement the best programme for pupils, ensuring optimum outcomes.

The feedback from the schools on the benefits of Music Therapy is excellent. Teacher Endorsement on one pupil's improvement was: "There is noticeable impact on behaviour, (calmer, more focused in class as a direct result of Music Therapy) and (his) ability to work through difficulties, emotions and talking through things."

Moving forward, this year we laid the foundation for our exciting vision. Our ambitious target aligned to our vision is to expand from 85 pupils today to 850 pupils - the number considered could benefit from Music Therapy in the Borough of Ealing - by 2035. We believe that, with the help of the right strategic partnerships, grants, business and community support, EMT is well placed to take this transformative expansion step and provide Music Therapy to more pupils.

As part of this future development, we held a consultant-led workshop with our new board and therapists. I thank Harsh Taneja for her exceptional skills in navigating us towards a comprehensive foundational growth strategy.

EMT's Core Objective is to build awareness and support for Music Therapy as a validated Clinical Intervention, and of our charity - EMT, offering Music Therapy in schools.

3 pillars for growth emerged:

- Build on the existing foundation and knowledge to sustain, develop and grow EMT
- Build awareness and expand target reach to schools, Council, families and businesses
- Engage and create a group of Supporters and 'Friends of EMT' who can partner and help grow awareness of Music Therapy and EMT.

For the last 35 years, the Board has managed to support and sustain Music Therapy in Special Educational Needs (SEN) schools, enabling us to build and qualify a Music Therapy delivery model.



For further growth, we urgently need an Operations Team. Funding is the main driver for growth and specifically for building our Operations Team. I am grateful to Baily Thomas Charitable Fund, Clarion Housing Association and Pathway Housing Association, who have provided much needed grant funding to start moving towards building this Team. We will use these funds for school's service co-ordination and develop and launch a comprehensive marketing and financial plan to help us engage stakeholders in realising our vision.

Thank you to Bhanot & Co, Chartered Accountants, Andrew Whadcoat, Co-op Local Community Fund, Postlethwaite Music Fund, Young Ealing Foundation and especially to John Lyon's Charity who have supported us this far in our vision.

There is so much we as a team would like to achieve and things feel as if they are moving towards our goals.

## **Warmest wishes**

**SANTOSH BHANOT PHD FRSA**  
**CHAIRPERSON**  
**EALING MUSIC THERAPY**



# IMPACT REPORT



## Ealing Music Therapy case study

Dara is 5 years old with Batten Disease resulting in difficulties with her ability to speak, eat, see and walk. Dara attends a special needs school. Dara's family were finding it hard to communicate and interact with her, but Dara loved music and would smile and vocalise when songs were played to her. The school referred the family for Music Therapy for three

months. Using a musical instrument app, Dara was able to play harps, guitars and keyboards allowing her to take control of her music-making, giving her a voice. The family wrote a song about Dara and her likes from the past and present, creating a song reflecting the family's good times.

The family said how beneficial Music Therapy had been for them. Musical activities from the sessions continue to be used by her teacher to provide an enjoyable environment for Dara, helping her to take part in class activities.

## IMPACT

6

Schools supported in the Borough of Ealing.

47

Individual & group sessions.

74

Pupils benefitted.

Our Music Therapists and Trainees supported a wide range of students with different needs, challenges and goals...



# THERAPISTS' REPORT

## Belvue School

**Belvue is a Secondary School for students with a range of Learning Disabilities, Emotional and Behavioural Difficulties, and Autism. For many years, Music Therapy has been an integral part of the school's landscape and is part of their multi-disciplinary team's offering.**

The Music Therapy provision offered by Ealing Music Therapy includes individual, group and spontaneous sessions that include staff members that support the setting when needed. The children in the school have been referred to music therapy with various aims such as supporting emotional wellbeing, developing social and communication skills, as well as increasing self-esteem and a sense of achievement.

During the 2022-2023 academic year, 13 students received regular Music Therapy sessions within an individual setting and 11 in a group setting. The Music Therapy provision is spread between the different age groups in the school and involves close work with the staff and other professionals working in the setting.

We also introduced Music Therapy to Ken Acock, the school's outreach building. This allowed more students to participate and benefit from Music Therapy. The work at the Ken Acock building focused on the new year 7 students and their transition to a secondary school setting. We ran a class-based group which aimed to help students form relationships and develop their social skills, while creating group cohesion.





The students had the opportunity to participate in 'call and response' and turn-taking activities. They shared valuable creative activities with their peers; listening to them, hearing them and acknowledging them. During this time, staff regularly reported that the group had a direct effect on the students' confidence and self-esteem. Running the group also allowed me to familiarise myself with the students' needs and to identify individuals that would benefit from 1:1 provision.

Following the group setting I continued to work with 2 students individually, focusing on supporting their mental health and emotional wellbeing. The group setting also 'broke the ice' between the students and myself - they were familiar with Music Therapy and there was trust in the process.

The work at Ken Acock's building has proved to be very successful and will continue in the next academic year.

## OMER PLOTNIARZ MUSIC THERAPIST

### Mandeville School

**Mandeville is an 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. It is split into two sections - Autism provision and Severe/Profound and Multiple Learning Disabilities (SLD/PMLD) provision.

The Music Therapy provision at Mandeville School is currently two days per week and will be extending to three days in September 2023.

Models of Music Service Delivery: group, pair-work and individual sessions. Music Therapy is part of the multi-disciplinary team which involves 4 part-time Paediatric

Occupational Therapists, 1 part-time Psychologist, 2 Paediatric Physiotherapists, an Assistant, 3 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.

As part of the Music Therapy provision, reports are provided after the initial assessment period, for annual reviews and at the end of therapy. When possible, the therapist attends annual reviews to report on the progress of the child within the Music Therapy setting.

Individual sessions last approximately 30 minutes each and group sessions can last up to 45 minutes. They take place in either 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 of the children, some pupils may demonstrate challenging behaviours. As a result, therapy sessions can include LSA's to support the pupils though 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, communicatively, and supporting sensory and emotional regulation.

Over the past academic year, ten children have received individual Music Therapy intervention. Additionally, a six week sibling pair-work session was carried out to support their relationship in class together. Furthermore a group named 'Find Your Voice' with 5 pupils was set up and jointly run with the school's Speech and Language Therapist for the full academic year. The aim of the group was to support children just beginning to find their voice either using words or vocal sounds. Through songs, using blowing instruments and exploring different vocal sounds, the children were able to develop these skills further, allowing them to feel more confident in using their voices to communicate with others around them.



The clinical work has included working with children from nursery age to year 6 both in the Autism provision and the Severe/Profound and Multiple Learning Disabilities (SLD/PMLD) provision.

The children have been referred to Music Therapy this year for a variety of different referral reasons including needing emotional support due to anxiety, working on building positive relationships with others, sudden illness in the family environment, changes both in school and at home, developing pre-verbal communication skills, social interaction and attention skills, helping maintaining skills due to degenerative conditions and working on peer relationships.

Within the academic year I was asked by Mandeville to provide two days of Music Therapy sessions during the Saturday 'Come and Play' sessions. It was a lovely opportunity to meet and work with some of the parents/carers and siblings of the children who attend Mandeville School and also children of whom I have not worked with previously. Teaching staff supporting the day took some wonderful photos to showcase the sessions provided.

We had the privilege of having a member of the John Lyon's Partnership First Team visit Mandeville school to understand more about the Music Therapy Service and what it provides in supporting the children in the school. It was an extremely positive experience with fantastic feedback on the service we provide. Mandeville have continued to help and support my Continuing Professional Development, allowing me to attend staff training and courses including safeguarding training.

Many thanks to Mandeville School who have very much supported and valued having Music Therapy throughout this year. In particular a special thank you to Mundrika who has given her time on a number of occasions to speak of the benefits of Music Therapy in the school to support the charity funding applications that Ealing Music Therapy have made this year.

**GEMMA LENTON-SMITH**  
**SENIOR MUSIC THERAPIST**



## Selborne School

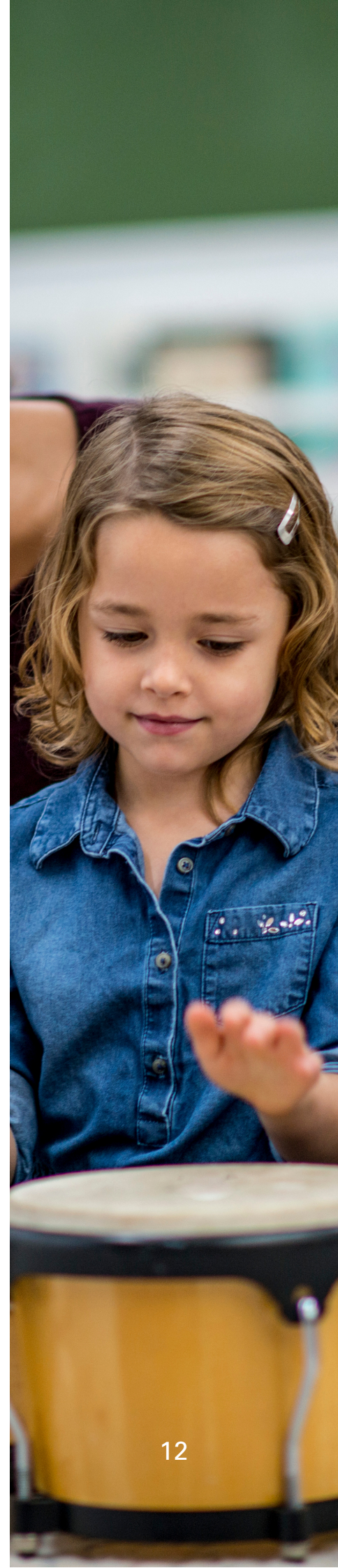
**Selborne School is a three-form entry mainstream primary school in the Ealing Borough. The school also has an Additional Resourced Provision (ARP) with places for children with Autism, Social and Communication Difficulties, and Complex Learning Difficulties. The children within the ARP have daily opportunities to integrate into the mainstream part of the school with support alongside the specialist teaching in the ARP environment.**

Models of Music Service Delivery: individual and group sessions (lasting 30-45 minutes dependant on the child's needs).

It has been very exciting to set up a new service at Selborne this academic year. Music Therapy is now one of the many clinical services bought into the school including Occupational Therapy, Speech and Language Therapy and Clinical Psychology. The Speech and Language Therapist in the ARP works on the same day as the Music Therapist which has given great opportunities for professional discussions and collaboration around working with the children.

This academic year the children have been referred to Music Therapy due to concerns around emotional, psychological, and child protection needs. Referrals are prioritised by the ARP Lead (who is also the Safeguarding Lead for the provision in the ARP) and the Deputy Head Teacher who is the Designated Child Protection Officer and Inclusion Lead for the children who access mainstream school.

Over the past academic year, four pupils from the ARP have received individual Music Therapy input and five children across the mainstream part of the school were part of a siblings group. The siblings group offered children across the school an opportunity to be in a safe, therapeutic environment to express different emotions and feelings linked to having siblings with additional needs. It also provided opportunities for children to be listened to and share aspects of themselves with their peers. The referral reasons for individual therapy ranged from



supporting pupils who have experienced changes in their home life, child protection concerns, social and communication difficulties and having siblings with additional needs.

Music Therapy has provided a confidential space where the children have been able to express the different emotions they may be experiencing through the creative medium of music, supported by the Therapist. Their individual needs are met both musically and emotionally, helping them to process and come to terms with the difficulties they have faced. Each pupil has used the therapy space in different ways, some have used symbolic stories, music-making, songs, improvised music-making and music-based games as part of their process.

Additionally, the service provided transition groups with the two Year 6 classes at the end of the summer term. The groups provided an opportunity for the pupils to discuss and share with each other their thoughts and feelings of leaving primary school and moving on to high school as well as creating a class rap song incorporating their thoughts about transition.

Many thanks to Humera and Julie in being so supportive of the first year of Music Therapy in Selborne School and in helping it to be such a success. We are excited and grateful that a second year of the Music Therapy provision has been agreed for the next academic year, 2023-2024.

**GEMMA LENTON-SMITH**  
**SENIOR MUSIC THERAPIST**

## **Springhallow School**

**Springhallow School is an LEA maintained community special school for pupils aged 4-16 years with a diagnosis of Autism. The pupils at the school have Learning Disabilities ranging from moderate to severe. The school also has a post-16 site for 16 to 19 year olds in a separate location.**

Music Therapy provision in Springhallow is one day per week, which is generally five sessions of individual and/or group work.



I graduated from university in the summer of 2022 and became part of the Ealing Music Therapy Service Team in November 2022. I immediately began working at Springhallow School where I have completed two full terms.

During the 2022-23 academic year, I have seen five individual pupils with each session lasting 30 minutes. The pupils have been referred to Music Therapy for support in communication skills, emotional regulation and self-expression. The main focus within the sessions is to build a therapeutic relationship between the pupil and I by attuning to their wants and needs. It is important that the pupil feels safe and secure within the boundaries of the therapy space to allow them to be creative in their play. The sessions usually involve free musical improvisation, song singing, turn-taking exercises and creative play which assist in the social interactions between the pupils and I, as well as creating a platform to allow them to express themselves in different ways.

Over the year, the pupils have shown an improvement in their confidence, emotional wellbeing and overall interaction with me within the Music Therapy sessions. One pupil I work with had struggled for years to make everyday choices. During the end of last year, he was selecting various bells for himself and his TAs to play with as well as the ability to choose the songs he'd like to sing without any prompting.

Music Therapy at Springhallow continues to be valued and well supported. I'd like to thank the staff at Springhallow for supporting me and helping me settle into my new role as a Music Therapist this year.

I'd also like to thank EMT for giving me the opportunity and support to begin my journey as a Music Therapist and for welcoming me into the EMT Service Team.

**ROBERT SIMONIS**  
**MUSIC THERAPIST**





## St Ann's School

**St Ann's School is a secondary special needs school for young people with complex needs. Many students have a dual diagnosis of Severe Learning Difficulties and Autism Spectrum Disorder, 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 , with one or two students staying until 21 or 22 years of age if their needs are not able to be met elsewhere.**

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 full-time Educational Social Worker.

Music Therapy is delivered as group or individual sessions, and is often long term, lasting up to one academic year and sometimes beyond. Teaching Assistants will often join the Music Therapy sessions, supporting young people who struggle with anxiety and/or challenging behaviour. Therapeutic work may focus on supporting the young people's needs in different ways including physically, emotionally, socially and communicatively.

In the first half of the academic year I was able to offer five individual sessions, working with a range of young people across the school. I began a piece of work with a youngster who had transitioned from Mandeville, continued work with a 21 year old young man with Acquired Brain Injury, a child from Telstar with high sensory needs, a hard to reach younger teenager and a mid-age teenager who spent much time in anxious and repetitive routines.

Each session needed careful thinking and I found myself reaching out to class teams and multidisciplinary colleagues for information and supportive ideas. It has been particularly useful, for instance, to integrate one young person's Occupational

Therapy program into our Therapy sessions, meeting his regulatory needs as a baseline, so the communication and interaction are more possible.

In the second half of the academic year I was joined by Music Therapy Trainee Hsing-Chen Lin, on placement from Roehampton University. This meant a change of timetable to accommodate an individual client for Hsing-Chen, and time to offer Clinical Supervision each week.

Hsing-Chen was able to offer 13 sessions to her client over the course of the placement, and also co-facilitated a group with me. As we were also joined by a TA from the class for this group session, this meant a 1:1 ratio of adults to young people in the group which was a real treat! This enabled us to do an intensive piece of work, working on group aims of noticing others, and turn-taking, and individual aims of managing anxiety, becoming more assertive and becoming more expressive.

We have been able to feed back the outcomes of the group to the class teacher, using video clips, and consider how successful strategies such as sensory music play can be transferred into the classroom.

St Ann's itself has moved through some transitions this year, saying goodbye to long term Head of School, Gillian, and welcoming new Head, Timmy.

OFSTED visited and found that St Ann's remains an Outstanding School, and phase one building work began on the school improvement and expansion plan. Given the amount of changes, the school remains a calm and positive environment, and I am looking forward to the new school year in September.

**GEMMA SHIFFNER**  
**MUSIC THERAPIST**



## 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 (lasting 30-45 minutes dependant on the child's needs).

Music Therapy is part of the multi-disciplinary team which involves a Paediatric Occupational Therapist, a small team Speech and Language Therapists and a team of 'Place2Be' Counsellors.

Children are referred to Music Therapy due to concerns around emotional, psychological and child protection needs. Referrals are prioritised by the Senior Leadership Team. Music Therapy is very much embedded in the safeguarding process within the school alongside 'Place2Be', a counselling service also in the school. The emotional needs of the children are regularly discussed and prioritised within weekly safeguarding meetings which form the initial beginnings of the referral process to Music Therapy.

Over the past academic year, six pupils have received individual Music Therapy input, two siblings received short-term pair-work and four pupils were part of a group run by a trainee Music Therapist (from Roehampton University) on placement at St Johns School in the summer term.

The referral reasons for therapy have ranged from supporting pupils who have experienced bereavement, illness within the family home, changes in their home life, child protection concerns, social and communication difficulties, and living with challenges due to medical conditions.

Music Therapy has provided a confidential space where the children have been able to express the different emotions they may be experiencing through the creative medium of music; supported by the Therapist, their individual needs are met both musically and emotionally, helping them to process and come to



terms with the difficulties they have faced. Each pupil has used the therapy space in different ways, some have used symbolic stories, music-making, songs, improvisation and music-based games as part of their process.

Additionally the service provided two transition groups with Year 6, jointly run with the Place2Be co-ordinator. The groups provided an opportunity for the pupils to discuss and share with each other their thoughts and feelings of leaving primary school and moving on to high school. In the final session, the class created and recorded their own rap song incorporating their thoughts about transition.

I have continued with my part-time PhD studies at Roehampton University exploring the role of Music Therapy within a primary mainstream school. This academic year I have focused on the video analysis of clinical session of the children who were part of the research project from the school.

The analysis will explore how Music Therapy has supported changes in emotional attunement over the therapy period for each child. Which in turn supports in developing positive relationships with others around them. I had the privilege to present at the Music Therapy Charity conference in October 2022 on the findings of the first year of focus groups exploring how teachers in the school viewed the Music Therapy Service.

I want to take this opportunity to thank all the teachers I have worked closely with at St John's, who have very much supported and valued having Music Therapy over the past eight years I have been in the school. I hope that my research project will highlight the value of having such a service in a primary mainstream school.

**GEMMA LENTON-SMITH**  
**SENIOR MUSIC THERAPIST**





# TREASURER'S REPORT

In the financial year 2022/23, EMT has provided Music Therapy during the academic year for two days per week to **Mandeville and Belvue schools** and one day per week to **St Ann's, St John's and Springhallow Schools** and **Selborne Primary**. We are very grateful to these schools for providing full funding for our Therapists.

Unfortunately, at the end of the June, St John's Primary School advised EMT that due to its financial issues they will be terminating EMT's Music Therapy service after the autumn half term in the 2023/24 academic year. This is a great disappointment as EMT has been working with St John's for over 20 years.

We were delighted to receive a request from Mandeville School for EMT to provide Music Therapy for a third day in the 2023/24 academic year as a result of Mandeville's expansion programme. We are very grateful that all the remaining schools, Belvue, Mandeville, St Ann's, Springhallow and Selborne have paid for the services for the next school year securing a firm financial base for Music Therapy for the financial year 2023/24; equally importantly, this emphasises how much the schools value the contribution of Music Therapy, given that it does not yet rank alongside established support such as Speech and Language Therapy.

EMT's vision and strategy for the next 10 to 20 years is to expand the provision of Music Therapy to children who have special needs in schools in the London Borough of Ealing and to raise the awareness of EMT in Ealing. The demand is enormous, with potentially 850 pupils with special needs in Ealing who could benefit from Music Therapy; today we provide Music



Therapy to over 70 children per year.

To realise this vision, EMT has made several grant funding applications in order to build its operational management capability to be in position to offer additional Music Therapy sessions to schools within Ealing. We are extremely grateful to the following organisations who have awarded grants to EMT in the current financial year: **Baily Thomas Charitable Fund; Pathway Housing Association; Clarion Housing Association.**

EMT was selected by the **Co-op Local Community Fund** in October 2022 to be one of three charities in Ealing with contributions being made by Co-op members over the next 12 months.

Our income remains short term – i.e. the schools renew their funding on an annual basis – EMT’s cash reserves policy is to notionally maintain 75% (9 months) of the annual operational costs as a reserve to meet its contractual and statutory obligations.

## DONATIONS AND CONTRIBUTIONS 2022-2023

DONOR	AMOUNT
Baily Thomas Charitable Fund	£3,000
Pathway Housing Association	£7,500
Clarion Housing Association Community and Environment Fund	£3,180



# THE TEAM

## Music Therapists

- Gemma Lenton-Smith, Senior Music Therapist
- Omer Plotniarz, Music Therapist
- Gemma Shiffner, Music Therapist
- Robert Simonis, Music Therapist

The Therapists are highly experienced personnel 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.

## Music Therapy Assistant

Music Therapy Assistant, Rebecca Gleave, provides marketing and administrative support to the Board of Trustees, and takes on administrative and practical roles to support the Music Therapists in school.

## Trustees

Santosh Bhanot, Walid El-Yafi, Colin Lenton-Smith, Saz Vora, Rachael Nolan and Cidalia Mendes.



# STATEMENT OF FINANCIAL ACTIVITIES

FOR THE YEAR ENDED 31 MARCH 2023

INCOME	TOTAL	RESTRICTED	UNRESTRICTED	2022
Income from schools	£75,690	£75,690	£0	£69,143
Donations	£46	£0	£46	£46
Bank Interest	£317	£0	£317	£32
Grants	£13,680	£13,680	£0	£0
<b>Total Income</b>	<b>£89,742</b>	<b>£89,379</b>	<b>£363</b>	<b>£69,221</b>
EXPENDITURE	TOTAL	RESTRICTED	UNRESTRICTED	2022
Salaries	£66,290	£66,290	£0	£61,554
Training/ Supervision	£2,047	£2,047	£0	£1,392
PR/Publicity /Website	£558	£40	£518	£2,057
Other costs	£18,880	£18,100	£78	£1,709
<b>Total Expenditure</b>	<b>£70,783</b>	<b>£70,187</b>	<b>£596</b>	<b>£66,712</b>
<b>Surplus/ (Deficit) for the year</b>	<b>£18,959</b>	<b>£19,192</b>	<b>£-233</b>	<b>£2,509</b>
<b>Balance B/Fwd</b>	<b>£63,151</b>	<b>£55,255</b>	<b>£7,896</b>	<b>£60,642</b>
<b>Closing Funds</b>	<b>£82,110</b>	<b>£74,447</b>	<b>£7,663</b>	<b>£63,151</b>

BALANCE SHEET AS AT 31 MARCH 2023

ASSETS	2023	2022
<b>Net Assets - Bank Balance</b>	£82,110	£63,151
<b>Financed by: Reserves C/Fwd @31 March 2023</b>	£82,110	£63,151



# INDEPENDENT EXAMINER'S REPORT

We have examined Income and Expenditure Accounts and the supporting information from the records.

In our opinion, the financial statements give a true and fair view of the state of affairs of the private fund of Ealing Music Therapy Project as at 31 March 2023, and of its surplus for the year ended on that date.

**BHANOT & CO**  
**INDEPENDENT EXAMINER**  
**CHARTERED ACCOUNTANTS**  
SIGNED 15/8/2023



# WE THANK YOU

## FOR YOUR SUPPORT

Baily Thomas Charitable Fund  
Clarion Futures  
Co-op  
Pathways

**The Baily Thomas**  
Charitable Fund ■



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