



# ealing music therapy

## Annual Report 2021

Academic year 2020 - 2021



Registered Address: 149A Argyle Road, Ealing W13 0DB Tel. 020 8248 2258

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

Registration Number 801405

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**1. CHAIRPERSON'S REPORT**

Ealing Music Therapy (EMT) has maintained services at six schools in the Borough. The individual school reports below and the Link Trustee report explain how those services have performed particularly through the period of uncertainty created by the Covid-19 pandemic.

The continuing commitment of our Therapist team and the schools to deliver these services is remarkable and we thank them for their continued efforts to meet the needs of the children.

We have continued to develop our longer-term plans and are pleased to be taking on a new school in the next academic year. We will also be launching a new website in the autumn term together with materials to help us communicate the value of Ealing Music Therapy to stakeholders.

Bhanot and Co. have again examined our accounts for the 17<sup>th</sup> year in a row and we are very grateful to them for providing this service free to Ealing Music Therapy.

I would like to thank all the Trustees for their continued commitment to the work of EMT.

*Andrew Whadcoat*

## 2. THERAPISTS' REPORT



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

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 full-time educational social worker.

#### Models of Music Service Delivery: Group and Individual sessions

Owing to the 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 teaching assistants to support the pupils through physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the young people's needs in different ways including, physically, emotionally, socially and communicatively. The music therapist contributes to the annual review progress of pupils receiving input by through writing reports and/or attending annual reviews.

In the first term of this academic year, face-to-face music therapy sessions recommenced and five individual pupils received music therapy input. The pupils ranged from year 8 to year 13. One of the pupils was a school leaver preparing for starting a new college in September 2021. Music therapy sessions provided part of the process in assisting this pupil to prepare for the changes they were going to face when leaving St Ann's School and starting adulthood.

Due to the continuing Covid 19 pandemic, and with England going into a further lockdown in January 2021, St Ann's provided limited provision to pupils at the start of the spring term. They particularly supported pupils who were highly vulnerable or were children of keyworker families. During this term a small proportion of the pupils were allowed back to school on a part-term basis. The therapist worked remotely to offer a service to the school providing weekly individual music sessions via 'Zoom'. Due to GDPR regulations online sessions could only be offered to families who had consented to them. Two families took up this offer. They were families of pupils who had had music therapy but were not currently on the therapist's caseload. It was a first-rate opportunity to carry out family work, support the families and offer skills, sharing ideas with the parents of the pupils in how to use music-based activities in the home. Parents gave positive feedback about these sessions to the school and to the therapist directly.

Over this period of time music-based videos were created on a weekly basis by the music therapist, including musical stories, action songs and familiar pop songs, to put on the St Ann's website as a resource for the families and pupils who were self-isolating.

In the summer term when lockdown restrictions eased and schools reopened, music therapy returned to face-to-face sessions. Four of the pupils who had commenced music therapy in the autumn term

continued with their individual sessions and one new referral started sessions. All pupils were finally able to receive consistent weekly therapy sessions over the final term of this academic year. One pupil in particular made significant achievements in this academic year, transitioning from attending music therapy sessions in the class room to accessing the music therapy room, becoming more flexible and accepting new activities and ways of making music in the sessions. Due to their growing flexibility in accepting new environments within the school this particular pupil will be starting in a class that use more formal ways of teaching which they certainly would not have tolerated or coped with previously.

Music Therapy continues to be very much valued at St Ann's school. The teaching staff have been especially supportive in assisting individual sessions supporting for pupils with more challenging needs. I would like to thank to St Ann's for endorsing music therapy as a service in the school over the past year.

*Gemma Lenton-Smith*

## **Mandeville School**

Mandeville is a LEA maintained primary day community special school for pupils with severe learning difficulties and who may have additional physical, medical and/or sensory disabilities or autism. The pupils come from a wide variety of cultural and social backgrounds. The school accommodates children aged between 2 and 12 years old. The school is split into two sections, the autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD). In October 2020 the Music Therapy provision at Mandeville School extended to two days 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 therapist, one part-time psychologist, two paediatric physiotherapists and assistant, three 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 process of the child within the music therapy setting.

Individual sessions last approximately 30 minutes each, taking place in the therapy room. Group sessions can last up to 45 minutes and 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 behaviour. As a result, therapy sessions can include LSA's to support the pupils through physical guidance to enable them to express and communicate safely within the therapeutic context. Individual work may focus on supporting the children's needs in different ways, including physically, emotionally, socially and communicatively.

Over the past academic year eight individual children have received music therapy intervention. Additionally, six small groups have been run, including one bereavement group, two class groups jointly working with the speech and language therapist focusing on pre-verbal communication and social skills, a friendship group and online music therapy and communication groups for home learners and those pupils isolating or shielding, again jointly run with the speech and language therapist. The clinical work has included working with children from reception age to year 6, both in the autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD) provision.

Many of the children from the autism provision were referred for individual sessions due to social and communication difficulties in expressing themselves and interacting with their peers and teachers. They would often resort to using negative or self-stimulatory behaviour therefore finding it challenging to connect with people around them. Individual music therapy has enabled these children to be more playful and creative in a child-led environment. It has also allowed them to explore their voices and use an alternative ways to communicate and connect with another person, whilst expressing themselves through musical play and developing their pre-verbal skills. Some of the pupils who received music therapy have been observed to now be more confident in class now, particularly when

communicating their needs to adults around them. They are also more tolerant of their peers and show more awareness of them in the classroom setting.

There has been an increase of music therapy referrals this academic year requesting support for the pupils' emotional well-being. The therapist ran a bereavement group for one of the classes for half-term to support experiences of emotional loss. Songs, stories, music-making and arts were used to express different feelings (both positive and negative) linked to loss, to support and help them process their experiences. Individual sessions have also focused on supporting children who have experienced attachment difficulties and changes within the family environment.

Additionally, music therapy groups were carried out with two classes this academic year. Each group ran for approximately 12 weeks. One was carried out in an ASC class and the other in a PMLD class. Both were run jointly by the music therapist and speech and language therapist. The aim of both groups were to model and support teaching staff in using music in different ways to prompt the social and communication development of their children. After the 12 weeks were complete, teaching staff were encouraged to continue using some of the activities and songs used within the sessions to support the social and communication development of the pupils in their classes including, vocalisation, eye contact, waiting their turn, initiating play with a toy or instrument, physical movement and awareness of their peers. It was also aimed to help staff feel more confident in using music in everyday teaching.

Due to the continued Covid 19 pandemic, provisions in the school needed to be more flexible to meet the changing times of children being in and out of school due to periods of self-isolation. In the autumn term an online program was set up for children who were at home self-isolating. The program included a music and communication group jointly run by the music therapist and speech and language therapist. The aim of this group was to provide an opportunity for the children and families to continue working on communication skills whilst being at home in a fun and creative way, whilst at the same time providing education support to families. When the country went into a third lockdown the group expanded to two weekly sessions for all children isolating at home. Working in conjunction with the curriculum for the term, the music communication group sessions focused on colours and using songs and activities to promote understanding and learning of the colour theme for the week. Alongside the educational value, sessions drew upon social and communication skills such as signing, choice-making, following commands and turn-taking. Each child was asked to bring an object and wear a piece of clothing related to the colour of the week. Roughly 20 groups sessions were carried out over this period of time enabling approximately 25 children to benefit.

Alongside the online groups mentioned above, individual sessions and one class group that had been set up in the autumn term also moved online. These provided some consistency for the pupils who had started music therapy but were at home for part or all of the week in the Spring term. Although sessions were more structured due to the limits of working online, the therapist attempted to bring in elements of familiarity from the face-to-face sessions. It was a great opportunity to work with families and teachers, providing skill sharing and different ways of working with their children.

Mandeville continue to help and support my continuing professional development allowing me to attend staff training and courses including 'Bridging the Gap' (co-production) training. Many thanks to Mandeville School who have very much 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. An additional day is currently being offered at the school, until July 2022, as part of a PhD research project the music therapist is currently carrying out at the University of Roehampton.

### Models of Music Service Delivery: Individual and Group sessions.

Music therapy is part of the multi-disciplinary team which involves 1 paediatric occupational therapist, a small team of full-time and part-time 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 Deputy Headteacher and 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 prioritized within weekly safeguarding meetings which form the initial beginnings of the referral process to music therapy.

Individual sessions last approximately 30 minutes and group sessions can last up to 45 minutes, taking place in the Music Therapy room.

Over the past academic year 11 pupils have received individual music therapy input. The referral reasons have ranged from supporting pupils who have experienced bereavement, changes in their home life, child protection concerns, friendship difficulties and living with special educational 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, improvisation and music-based games as part of their process. The music therapist has also offered short-term family sessions when it has been appropriate to do so, to support family relationships.

In September 2020 all music therapy sessions returned to face-to-face sessions. However, due to the continuing Covid 19 pandemic and the country going into a third lockdown all schools in England closed in January 2021. St John's initially closed and then reopened to support children who were identified as vulnerable or were children of keyworker families. During this time the school were keen to continue offering face-to-face music therapy to those who had been referred and were continuing to be in school. Four children continued to receive face-to-face input during this period time. This provided them with consistency and continuity in supporting their emotional well-being during another unsettling period of time. Another child who was being home schooled was offered online sessions due to it being their final year in the school.

When schools reopened in April 2021 face-to-face music therapy sessions recommenced for those who had started sessions in the Autumn term and a couple of new referrals. Pupils were able to receive consistent input for the whole of the summer term. As well as providing individual sessions two transition groups were carried out with Year 6, jointly with the Place2Be co-ordinator. The aims of the groups were to support the pupils emotional needs in their transition to high school in September 2021. Within in the groups talking, music-making, role play and song writing were used to facilitate this process.

I have continued with my part-time PhD studies this year. The project is half-way through its data collection with another year to go. Data collection will be completed in July 2022. I recently completed and passed my transfer from MPhil level to PhD level in the project, with the aim of it being completed by December 2024. St Johns have been very supportive of the research and have been very much part of the project. St John's School and Ealing Music Therapy have been very supportive in my continued professional development allowing me the opportunity to attend lectures, workshops and conferences linked to my research and learning. In April this year I was privileged to attend and present an aspect of my research project at the British Association of Music Therapy Conference 2021. St John's have also allowed me to attend staff training including updates in safeguarding policies and 'Keeping children safe in education' plus training in the use of CPOMS a safeguarding documentation programme the school are currently using. Many thanks to St John's School who have very much supported and valued having music therapy this year.

*Gemma Lenton-Smith*

### **Coston Primary School**

Coston School is a mainstream Primary School which has a Additional Resource Provision (ARP) unit for children with moderate learning difficulties, severe developmental delay, emotional difficulties and Autistic spectrum disorder.

Previously there was no music therapy in Coston Primary School and I am grateful for the opportunity of setting up the service. The initial aim of the service was to provide care for the ARP unit's students and to gradually expand into the mainstream area, supporting students with their emotional and mental wellbeing.

To introduce the service to the school I presented to the ARP's staff a workshop about music therapy, explaining about the work, its aims, the conditions for potential referrals and showed some videos of

different cases. As a result, the first referrals for music therapy were made by the ARP lead and myself. Later, staff members started to refer more students to music therapy.

The music therapy provision offered by Ealing Music Therapy included individual, group and spontaneous sessions with staff members in support when needed.

This was a very tricky year introducing music therapy in a new setting, with two lockdowns and school closure. As a result, the school opening hours as well as the number of students varied, which needed adjustments both from staff and myself. I would like to thank the ARP for all their work and support during this year. They showed great motivation and dedication to the students and their learning. I really enjoyed working with them and felt included from the very first moment.

Towards the end of Spring term my line manager-ARP lead had to reduce her hours and attendance in school due to personal medical reasons. This has been challenging especially when I needed support. However, the other staff members did their utmost to assist me during these times.

During the 2020-2021 academic year, 21 children from the ARP unit received regular music therapy sessions either in individual closed or open-group settings. The music therapy provision was distributed between the different age groups in the school and involved close work with the staff and other professionals at work in 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.

Unfortunately, in the summer term we were informed that due to financial difficulties we will not be able to continue with the service at Coston Primary School. I would like to thank everyone from the school for their support and assistance. I will cherish the experience of working with the staff and the unit. It was very special.

*Omer Plotniarz*

### **Belvue School**

Belvue is a Secondary School for students with a range of Learning Disabilities, Emotional Behavioural Difficulties and Autism and for many years music therapy has been integral to the school's landscape, forming a 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 in support when needed. The children in the school have been referred to music therapy for various reasons, 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 2020-2021 academic year, six children from the school received regular music therapy sessions within an individual 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 who work in the school.

As a school we experienced some challenges during the academic year, with lockdown, frequent changes of regulations and closure of bubbles and classes. Despite all these challenges, the school continued supporting the students and their families and did its utmost to provide education and care. Throughout, music therapy continued to be an integral part of the school services and is well respected by the staff members and the senior management team. From next year I will work on both Mondays and Fridays in school, which I am really looking forward to. It will give me the opportunity to take a bigger role in the school and to feel more connected to the students and staff.

I would like to thank Belvue school for their support and assistance this year and for being very attentive to my needs on a few particular occasions this year, especially with the birth of our son Albi.

Working alongside Covid has made us therapists be more creative and adaptable to all the changes and regulations, as well as to the changes in our service user's needs. The lack of consistency and predictability brought up some new challenges that we have not experienced before as therapists – emotional support and poor mental wellbeing. I have experienced more than the normal number of cases of high anxiety levels, challenging behaviour and depression. This has required more focus on emotional needs.

I attended the Music therapy star training – January 2021. I am planning to attend supervising training and to take a bigger role within EMT work.

*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. The school also has a recently opened post-16 facility for 16 to 19-year olds on a separate site.

Music therapy provision in Springhallow is one day per week, which is generally five sessions of individual and/or group work. This year I continued to split my hours over two half-days in the Autumn term, but returned to a full day of work from January.

Following the long period of lockdown and school closure due to the Covid-19 pandemic in the first half of 2020, Springhallow school reopened to all pupils in September. The school was well organised with increased safety measures in place, and music therapy sessions also followed these measures: social distancing, mask wearing, ventilation, extra cleaning and arranging the staff and pupils in bubbles. Attendance was good throughout the term and luckily bubble closures were minimal.

In the January lockdown, I did sessions remotely: working from the school music room via Zoom - either to pupils in another classroom in the school or to pupils in their homes. This was very successful in some instances but more difficult for others. Once the school reopened in March we resumed sessions as per the Autumn term.

I saw four pupils in one-to-one sessions over the year (all from the primary years) as well as working with one class group in the secondary department. The many changes brought about by the pandemic, lockdowns and school closures etc, have all been disrupting for these pupils in different ways, and it has been a busy year adapting the work to support each pupil individually.

Music therapy at Springhallow continues to be valued and well supported, and I would like to thank the school for their ongoing support. In October I will be leaving Springhallow, eleven years after I started here. I will be very sad to say goodbye to this wonderful school and will be working over the next few weeks to make the transition as smooth as possible for the next therapist to take over.

*Rachael Hannah*

### **Link Trustee Report**

In my last report looking forward, we were hoping that our more established service provision would be resumed as we emerged from the Pandemic. This was not to be as we had two more lockdowns and our schools had to deal with constantly changing advice from the Department of Education and NHS England. Please see the individual school reports on how the team continued to provide uninterrupted music therapy in imaginative and creative ways. It was difficult to keep up with the different face to face bubbles, virtual sessions for the pupils at school or at home and other individually tailored bereavement support sessions which we provided.

Emily has joined the team as a Link Trustee for Springhallow and provides another perspective for us all. We both undertook appraisals of the therapists in the Spring Term. These were done over the phone, and I think are an excellent development. They are more time efficient, and the schools were very grateful not to have visitors in these times.

The feedback from the schools was so positive. They all commented on the fact that we had kept going throughout, offering much needed support which was very adaptable. They had enjoyed offering “music studios” whereby the Therapist was in the usual familiar therapy space and provided Zoom sessions to children in class or the dining room. I am very grateful to the staff in each of our schools who helped make sure the IT worked well.



As a team we have had Zoom Meetings these have been very good. As well as sharing experiences across the schools we have heard about conferences and training courses the Therapists have attended as part of their CPD. A session I particularly enjoyed was a

discussion on suitable songs for young adults with autism in a classroom setting this involved some very creative adaptations of both Disney and pop music!

This year has been challenging and next year will probably be so in a different way. However, I have learnt even more about music therapy, and I am very grateful to our Therapists who have continued to develop their practices to help our young clients.

*Jen Whadcoat*

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

For the financial year 2020/21 we were very grateful to the six schools, Belvue, Coston, Mandeville, St Ann's, St John's and Springhallow, for providing full funding for the Therapists.

These income streams represent our regular income but in addition we thank Mr. and Mrs. D Brewer for their generous donation and to the Diageo Foundation for its 23<sup>rd</sup> successive year of support, as shown in the formal list of donations given below.

Towards the end of the academic year Coston Primary School gave notice to EMT to terminate the service for the next academic year due to lack of funding. However we are very grateful that the remaining schools, Belvue, Mandeville, St Ann's, St John's and Springhallow have paid for the services for the next school year securing a firm financial base for our therapy for the financial year 2020/21; equally importantly this makes 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 and language therapy.

Over the last year EMT has been working to define our vision and set our strategy for the next 10 to 20 years 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. Our research indicates that 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 about 80 children per year.

In implementing the steps to fulfil our strategy we have been fortunate to work with a School Improvement and Special Needs Consultant working with Ealing Borough Council who has introduced us to the Ealing communities ARP (Additional Resourced Provision) Leaders in Primary and Secondary Schools and the Special Educational Needs and Disabilities Coordinators in Primary and Secondary Schools. We have been able to present to these groups and explain who EMT is, what we do and our vision to expand the service across the schools in Ealing. As a result, four more schools have shown an interest in acquiring Music Therapy and at one of these, Elthorne Park High School, we are going to provide Music Therapy from the beginning of the 2021/22 school year.

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 2020-2021 (in £)**

<u>Donor</u>	<u>Amount £</u>
Mr and Mrs Brewer	100
Diageo Foundation	100

*Colin Lenton-Smith*

#### **4. THE TEAM**

As at August 2021.

##### **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.



## 5. 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 2021

	<u>Notes</u>	<u>2021</u>			<u>2020</u>
		<u>Total</u> £	<u>Restricted</u> £	<u>Unrestricted</u> £	£
<b>INCOME</b>					
Belvue School		8510.00	8510.00		8250.00
Castlebar School		0.00			8250.00
Mandeville School		15600.00	15600.00		8250.00
St Ann's School		8510.00	8510.00		8250.00
St John's School		8510.00	8510.00		8250.00
Springhallow School		8510.00	8510.00		8250.00
Donations		200.00		200.00	100.00
Bank Interest		27.29		27.29	120.62
Coston School		5334.00	5334.00		
<b>Total Income</b>		<b>55201.29</b>	<b>54974.00</b>	<b>227.29</b>	<b>49,721</b>
<b>EXPENDITURE</b>					
Salaries	1	49773.91	49773.91	0.00	44321.00
Instruments & Equipment		304.00	0.00	304.00	0.00
Rent		0.00	0.00	0.00	0.00
Travel		0.00	0.00	0.00	0.00
Printing & Stationery		0.00	0.00	0.00	0.00
Postage		0.00	0.00	0.00	0.00
Insurance		864.89	0.00	864.89	864.89
Publicity & Promotions		1099.99	0.00	1099.99	810.09
Training		928.92	0.00	928.92	950.23
Miscellaneous/Petty Cash		57.98	0.00	57.98	4271.00
Bank charges		6.40	0.00	6.40	0
<b>Total Expenditure</b>		<b>53036.09</b>	<b>49773.91</b>	<b>3262.18</b>	<b>51,217</b>
Surplus/(Deficit) for the year		<b>2165.20</b>	<b>5200.09</b>	<b>-3034.89</b>	<b>(1,497)</b>
<b>Balance B/Fwd</b>		<b>58475.66</b>	<b>45250.50</b>	<b>13225.29</b>	<b>59,972</b>
<b>Closing Funds</b>		<b>60640.86</b>	<b>50450.59</b>	<b>10190.40</b>	<b>58,476</b>

**THE EALING MUSIC THERAPY PROJECT**

**ACCOUNTS**

**YEAR ENDED 31 MARCH 2021**

**The Ealing Music Therapy Project  
Accounts for the Year to 31 March 2021**

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**The Ealing Music Therapy Project  
Income & Expenditure Accounts  
for the year ended 31 March 2021**

<u>Notes</u>	<u>2021</u>			<u>2020</u>
<b>INCOME</b>	<b>Total</b>	<b>Restricted</b>	<b>Unrestricted</b>	
	£	£	£	£
Belvue School	8510.00	8510.00		8250.00
Castlebar School	0.00			8250.00
Mandeville School	15600.00	15600.00		8250.00
St Ann's School	8510.00	8510.00		8250.00
St John's School	8510.00	8510.00		8250.00
Springhallow School	8510.00	8510.00		8250.00
Donations	200.00		200.00	100.00
Bank Interest	27.29		27.29	120.62
Coston School	5334.00	5334.00		
<b>Total Income</b>	<b>55201.29</b>	<b>54974.00</b>	<b>227.29</b>	<b>49,721</b>
<b>EXPENDITURE</b>				
Salaries	49773.91	49773.91	0.00	44321.00
Instruments & Equipment	304.00	0.00	304.00	0.00
Rent	0.00	0.00	0.00	0.00
Travel	0.00	0.00	0.00	0.00
Printing & Stationery	0.00	0.00	0.00	0.00
Postage	0.00	0.00	0.00	0.00
Insurance	864.89	0.00	864.89	864.89
Publicity & Promotions	1099.99	0.00	1099.99	810.09
Training	928.92	0.00	928.92	950.23
Miscellaneous/Petty Cash	57.98	0.00	57.98	4271.00
Bank charges	6.40	0.00	6.40	0
<b>Total Expenditure</b>	<b>53036.09</b>	<b>49773.91</b>	<b>3262.18</b>	<b>51,217</b>
Surplus/(Deficit) for the year	<b>2165.20</b>	<b>5200.09</b>	<b>-3034.89</b>	<b>(1,497)</b>
<b>Balance B/Fwd</b>	<b>58475.66</b>	<b>45250.50</b>	<b>13225.29</b>	<b>59,972</b>
<b>Closing Funds</b>	<b>60640.86</b>	<b>50450.59</b>	<b>10190.40</b>	<b>58,476</b>

**The Ealing Music Therapy Project  
Balance Sheet  
Year Ended 31 March 2021**

	Notes	£	<u>2021</u> £	<u>2020</u> £
<b>Assets:</b>				
Bank Balance @ 31/03				
Meridan HSBC				3,319
Treasurer HSBC				55,157
Triodos Social Venture Current Account			5,631	
Triodos Business and Charity Deposit Account			55010	
<b>Net Assets</b>			<u><u>60,641</u></u>	<u><u>58,476</u></u>
<b>Financed by:</b>				
Private Fund Account:				
Reserves B/Fwd at 1 April 2020			58,476	59,972
Surplus/(Deficit) for the year			2,165	(1,496)
Restricted Reserves	2	50,451		
Unrestricted Reserves	2	10,190		
Reserves C/Fwd @ 31 March 2021			<u><u>60,641</u></u>	<u><u>58,476</u></u>

Andrew Whadcoat - Chairman



Date: 17 August 2021

Colin Lenton-Smith- Treasurer



Date: 4 September 2021

**Notes to Income and Expenditure Accounts  
for the year ended 31 March 2021**

		Note				
1	Salaries Allocation	1	<u>2021</u>		<u>2020</u>	
		£	£	£	£	
	Music Therapists	38,520		35,414		
	PAYE and National Insurance	9,172		7,189		
	Nest payment	2,082		1,718		
			<u>49,774</u>		<u>44,320</u>	
2	Reserves	2	£	£	£	£
	Restricted reserves contingency B/Fwd		45,251		40,071	
	Current Year Surplus		5,200		5,180	
			<u>50,451</u>		<u>45,251</u>	
	Unrestricted reserves B/Fwd		13,225		19,901	
	Current Year Surplus / (Deficit)		(3,035)		(6,676)	
			<u>10,190</u>		<u>13,225</u>	
	Total Reserves C/Fwd		<u>60,641</u>		<u>58,476</u>	

**The Ealing Music Therapy Project  
Independent Examiner's Report  
Accounts for year to 31 March 2021**

We have examined Income and Expenditure Account 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 The Ealing Music Therapy Project as at 31 March 2021, and of its surplus for the year ended on that date.



Bhanot & Co.  
Registered Auditors  
Chartered Accountants

Date: 10/8/21

**THE EALING MUSIC THERAPY PROJECT**

**ACCOUNTS**

**YEAR ENDED 31 MARCH 2021**

**The Ealing Music Therapy Project  
Accounts for the Year to 31 March 2021**

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Balance Sheet	2
Notes	3
Audit Report	4

**The Ealing Music Therapy Project  
Income & Expenditure Accounts  
for the year ended 31 March 2021**

<u>Notes</u>	<u>2021</u>			<u>2020</u>
<b>INCOME</b>	<b>Total</b>	<b>Restricted</b>	<b>Unrestricted</b>	
	£	£	£	£
Belvue School	8510.00	8510.00		8250.00
Castlebar School	0.00			8250.00
Mandeville School	15600.00	15600.00		8250.00
St Ann's School	8510.00	8510.00		8250.00
St John's School	8510.00	8510.00		8250.00
Springhallow School	8510.00	8510.00		8250.00
Donations	200.00		200.00	100.00
Bank Interest	27.29		27.29	120.62
Coston School	5334.00	5334.00		
<b>Total Income</b>	<b>55201.29</b>	<b>54974.00</b>	<b>227.29</b>	<b>49,721</b>
<b>EXPENDITURE</b>				
Salaries	49773.91	49773.91	0.00	44321.00
Instruments & Equipment	304.00	0.00	304.00	0.00
Rent	0.00	0.00	0.00	0.00
Travel	0.00	0.00	0.00	0.00
Printing & Stationery	0.00	0.00	0.00	0.00
Postage	0.00	0.00	0.00	0.00
Insurance	864.89	0.00	864.89	864.89
Publicity & Promotions	1099.99	0.00	1099.99	810.09
Training	928.92	0.00	928.92	950.23
Miscellaneous/Petty Cash	57.98	0.00	57.98	4271.00
Bank charges	6.40	0.00	6.40	0
<b>Total Expenditure</b>	<b>53036.09</b>	<b>49773.91</b>	<b>3262.18</b>	<b>51,217</b>
Surplus/(Deficit) for the year	<b>2165.20</b>	<b>5200.09</b>	<b>-3034.89</b>	<b>(1,497)</b>
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**The Ealing Music Therapy Project  
Balance Sheet  
Year Ended 31 March 2021**

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Andrew Whadcoat - Chairman



Date: 17 August 2021

Colin Lenton-Smith- Treasurer



Date: 4 September 2021

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	Current Year Surplus / (Deficit)		(3,035)		(6,676)	
			<u>10,190</u>		<u>13,225</u>	
	Total Reserves C/Fwd		<u>60,641</u>		<u>58,476</u>	

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Accounts for year to 31 March 2021**

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Date: 10/8/21