



# ealing music therapy

## Annual Report 2022

Academic year 2021 - 2022



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

Charity Registration Number 801405

**CONTENTS**

1.	CHAIRPERSON'S REPORT .....	2
2.	THERAPISTS' REPORT .....	3
	<i>St Ann's School</i> .....	3
	<i>Mandeville School</i> .....	4
	<i>St John's School</i> .....	5
	<i>Elthorne High School</i> .....	6
	<i>Belvue School</i> .....	7
	<i>Springhallow School</i> .....	7
	<i>Link Trustee Report</i> .....	7
3.	TREASURER'S REPORT .....	8
4.	THE TEAM.....	10
	<i>Service Coordinator</i> .....	10
	<i>Therapists</i> .....	10
	<i>Trustees</i> .....	10
5.	STATEMENT OF ACCOUNTS .....	11

**1. CHAIRPERSON'S REPORT**

Ealing Music Therapy (EMT) has delivered services to six schools in the Borough during the academic year.

The individual school reports below and the Link Trustee report provide more detail on this.

As Coston Primary School were unable to fund another year of Music Therapy we were delighted when Belvue School said they needed an additional day. This has worked out well with Omer Plotniarz providing the service on both days – the school have also committed to carry this arrangement forward for the 2022-23 year. During the year we also

said goodbye to Rachael Hannah after 12 years with EMT and welcomed Elena Konstantinidi for 2 terms and Gemma Shiffner who enabled Gemma Lenton-Smith to start a new therapy service at Elthorne Park High School. You will find more details in later sections of this report.

Emily Johnson had been a Trustee of EMT for 3 years but decided to take up the challenge of a new role as 'Service Coordinator' so resigned as a Trustee before she was appointed. The Service Coordinator takes over some of the role of the Link Trustee managing the Therapist team and acting as the liaison with the schools.

I am very grateful to Emily and Gemma Lenton-Smith who together have led EMT through several changes during this year. We have an experienced team of Therapists who have worked hard to deliver services in a challenging post-pandemic world – thank you to them for their hard work in the schools.

We also launched a new website in the autumn of 2021 with a much-improved look and navigation – I am very grateful to Santosh who has led this work and brought the project to fruition.

Many of the changes during the year are driven by our strategy to increase awareness of the benefits of Music Therapy in the Borough and to make the service available to many more children.

Bhanot and Co. have again examined our accounts and we are very grateful to them for providing this service free to Ealing Music Therapy for many years.

Keith Pickering joined as a Trustee of EMT in 1996 when the Project was much smaller and in a difficult period with not enough income to sustain its activities. Keith had plenty of experience of

working at a senior level in business and brought a strong fiscal approach to EMT. Together with the rest of the Trustees, Keith ensured that EMT recovered from a near early demise and over the following years was run in a more financially sustainable way. In 2019 Keith handed over the Treasurer role to Colin Lenton-Smith but stayed on as a Trustee to enable a smooth transition. Keith retired during this academic year after over 25 years of service – I am enormously grateful to him and have always appreciated Keith's humour and good will together with his steady hand and wish both Keith and Sandy the very best for the future. He has left EMT in a much stronger financial position to help enable EMT to realise its strategy.

Towards the end of the summer term, we welcomed two new Trustees to EMT – Saz Vora and Walid El-Yafi. Both Saz and Walid bring a range of new experience to the Board and strengthen our team as we seek to take EMT forwards.

Thank you to 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 20 years old (some pupils were able to stay for an extra year due to the pandemic limiting their last year in school). 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

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 often 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.

In the first half of this academic year, I saw 4 individual pupils and one group. The group was originally conceived as a joint Music Therapy, and Speech and Language Therapy group, and was for 4 teenage girls from the same class, along with a teaching assistant. Unfortunately, due to long term sick leave the SLT was unable to join, so I ran the group as a Music Therapy group with joint SLT aims, guided by the original input of the SLT. The group had a really adolescent feel, with the girls choosing favourite tracks from Spotify to play along with and dance to, incorporating free play and music movement in age-appropriate ways. As the class teacher was also off on long term sick leave, the feedback from the teaching assistants was that the group was a real highlight for staff and students as it brought

something playful to the usual communication and interaction aims that they were trying to facilitate in class. After the group came to an end, the TAs were able to identify some parts of the session that they aimed to continue to facilitate themselves, in class time.

In the second half of the year, I have seen 3 individuals and also facilitated a leavers' group, working with 3 pupils who were transitioning to college, along with a TA from class. In this semi-structured group, we thought about change in a variety of ways. Using photographs, we thought about each young person's journey through childhood, primary school, and their time at St Ann's. I also created a PowerPoint presentation with pictures of the colleges the young people were transitioning to, reflecting on each idea with a feelings board, which the young people used effectively to express their happiness, worry, and excitement about going to college. Musical games helped to bring the young people together in play, and again Spotify song choice brought a young adult feel to the group, with the pupils using instruments to punctuate their favourite tracks.

As a new therapist starting early in the academic year, I have been warmly welcomed by all at St Ann's which has been so helpful in feeling a part of the school, especially given I am only there one day a week. With the new academic year approaching I am keen to see if joint work with the SLT may now be possible and am looking forward to working with some new referrals, as 5 of my current caseload transition to new beginnings in other schools and colleges.

*Gemma Shiffner*

### **Mandeville School**

Mandeville is a LEA maintained primary day community special school for pupils with severe learning difficulties and who may have additional physical medical and/or sensory disabilities or autism. The pupils come from a wide variety of cultural and social backgrounds. The school accommodates children aged between 2 and 11 years old. The school is split into two sections the autism provision and the severe/profound and multiple learning disabilities (SLD/PMLD). The Music Therapy provision at Mandeville School is currently two days per week.

#### Models of Music Service Delivery: Group 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 and 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 process of the child within the Music Therapy setting.

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

Over the past academic year ten children have received individual Music Therapy intervention. Additionally three small groups have been run over this time including one class group jointly working with the speech and language therapist focusing on pre-verbal communication and social skills, a friendship group and a pair group for siblings working on their relationship together in school. 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.

The children have been referred to Music Therapy this year for a variety of different referral reasons including needing emotional support due to attachment difficulties or changes in school and at home, developing pre-verbal social and communication skills and attention skills and working on peer and

sibling relationships. Furthermore, the therapist ran a one-off bereavement Music Therapy class group for one of the classes in the summer term to support experiences of emotional loss.

The class Music Therapy group was carried out in the PMLD provision which ran approximately 12 weeks and was jointly carried out by the music therapist and speech and language therapist. The aim of both groups was 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, vocalisations, 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 their everyday teaching with their pupils.

The friendship group supported four pupils in the ASC provision. This group ran for a full year supporting the children's social and communication skills. It enabled pupils to feel more confident to be in the same room as each other and interact together in a fun and less formal setting. The group allowed all pupils to enhance and transfer these social skills into the classroom setting helping them to feel more comfortable being with their peers.

Within the summer term I was asked by Mandeville to provide a day of Music Therapy sessions during the Saturday 'Come and Play' sessions. It was a lovely opportunity to meet and work with some of the families and carers 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.

Mandeville continue to help and support my continuing professional development allowing me to attend staff training and courses including 'Team Teach' training. Many thanks to Mandeville School who have very much supported and valued having Music Therapy throughout 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 (lasting 30-45 minutes dependent on the child's needs).

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 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 11 pupils have received individual Music Therapy input and 4 pupils received group. The referral reasons have ranged from supporting pupils who have experienced bereavement, changes in their home life, child protection concerns, social and communication difficulties and living with siblings who have 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, 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 families who are experiencing challenging times.

It has been fantastic to have a full year of returning to face-to-face sessions again with the children throughout this academic year. Although it was important to provide online sessions during the

pandemic face-to face sessions does provide a deeper therapeutic level for the young people we support. As well as providing individual sessions two transition groups were carried out with Year 6, jointly with the Place2Be co-ordinator and a short-term siblings group for youngster who have brothers and sisters with additional needs. The aims of the siblings group were to support and explore themes linked to what it is like living with brothers and sisters with additional needs and provide strategies when this can be challenging. The group allowed a place for the children to discuss and share openly and confidentially their experiences, something they had not had before. Although the group only ran for 6 weeks as a pilot project, it was lovely to see how the relationships between peers developed in this short time. Many of the children expressed how they would have liked the group to have continued in the final session and how much they had enjoyed their time together. Within the transition groups the aims were to support the pupils' emotional needs in their transition to high school in September 2022. The use of 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. Data collection has now been completed this term. St Johns have continued to be very supportive of the research and have been very much part of the project. The teaching staff have been part of termly focus groups over the past two years where, as a researcher, I have asked questions to explore their views about the Music Therapy service within the school. I have the privilege to present at the Music Therapy Charity conference in October 2022 on the findings of the first year of focus groups carried out. All Music Therapy session and research interviews have been carried out with the children who have agreed alongside their parents/carers to be part of the research project. I am very thankful to a member of the Senior Leadership Team who agreed and acted as a research assistant and carried out all of the children's interviews. Many thanks to St John's School who have very much supported and valued having Music Therapy this year.

*Gemma Lenton-Smith*

### **Elthorne High School**

Elthorne Park High School's Additional Resource Provision (ARP) is an inclusive provision that supports up to 27 young people from the age of 11 to 16 assisting them through Key stage 3 and 4. The ARP supports students with Speech and Language and Communication Need with a specific diagnosis of Developmental Language Disorder which must be detailed on their individual Education and Health Care Plan (EHCP).

Models of Music Service Delivery: Individual and Group sessions (lasting 35-50 minutes dependent on the young person's needs).

Music Therapy was one of many visiting therapy provisions supporting the ARP. Others included occupational therapy, speech and language therapy and clinical psychology. Due to space limitations each therapy provision visited the school on different days of the week.

Over the past academic year nine pupils have received either group or individual Music Therapy across the ARP. The referral reasons have ranged from supporting pupils who have emotional regulation, social and communication and psychosocial difficulties. Two Music Therapy groups were set up supporting pupils in two of the older year groups. The first was to support peer relationships and build confidence in social and communication skills. The second therapy group was to support Year 11 school leavers in their transition year. Both groups utilized music-based games, song writing, group discussions and improvised music-making within the therapy process. It has been a real joy working with these secondary age pupils over the past year, getting to know them and seeing their progress in this time. They have taught me new ways of working through the use of music technology and styles of music that interest them.

In supporting my CPD requirements I was able to carry out a presentation to the staff in the ARP on attachment theory and attunement widening their knowledge in these areas to help support the young people that access the ARP. Staff gave positive feedback and said how useful it was for them.

I have learnt many new skills working in a secondary school which has supported my professional development as a music therapist. Thank you to Elthorne Park High School's Additional Resource Provision for supporting the year's Music Therapy project with them.

*Gemma Lenton-Smith*

## **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 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 support their emotional well-being, develop their social and communication skills, as well as increase their self-esteem and sense of achievement.

Within the 2021-2022 academic year, 11 students from the school received regular Music Therapy sessions within an individual setting and 6 in a group setting. The Music Therapy provision spread between the different age groups in the school and involves close work with the staff and other professionals who work in the school. This year the Music Therapy provision expanded adding additional day. This allowed me to be more present and involved in various school day to day activities and routine.

During the Spring and Summer terms I had the opportunity to have a Music Therapy trainee, Emilio from Roehampton University, working alongside me. This was a challenging, but unique, experience for me. During the 2 terms Emilio had his own caseload, supervised by me, which included an individual client and a shared group with myself. This was a great opportunity for me to share and develop my skills by mentoring and supervising Emilio. I had the opportunity to reflect on my practice and service I provide to the school as part of EMT.

I would like to take this opportunity and to thank Belvue school for accepting the placement and allowing me working with Emilio within the school premises and its students. I also would like to thank the school for their general support and will to help with any request or need I had.

This has been a very productive year in terms of my work with EMT. Taking a student to work with me was a very intriguing task, however with the support of the Trustees and Gemma as my supervisor it was very successful. Thank you for the support and help!

I attended 3 CPD trainings in June and July 2022, providing general supervisory skills and knowledge and more focused skills for Art and Music therapists.

*Omer Plotniarz*

## **Springhallow School**

The Autumn Term continued as before with the much-appreciated classroom sessions; some were held virtually to support students who for a variety of reasons did not return to school. Rachael left at half term to return to New Zealand and Elena Konstantinidi was appointed to continue the service. She was an innovative therapist and her client-centred approach was appreciated by the staff. She left in February to take up a full-time role in Coram's and will be an asset to them. Gemma Shiffner was able to fill in and offer half day sessions until the end of the Summer Term and these have been much appreciated. The Trustees are actively seeking to employ a therapist for September 2022.

*Jen Whadcoat*

## **Link Trustee Report**

This has been another interesting year for our team of therapists. EMT was approached by staff at Elthorne Park High School and asked to provide a day of therapy for the students in the ARP from September 2021. Gemma Lenton-Smith subsequently transferred from St Ann's to undertake this work and we recruited another Gemma (Shiffner) to work at St Ann's. Gemma S had worked for EMT before, it was lovely to welcome her back - the two Gemma's provided maternity cover for each other some years ago!

It has been a new initiative to work in Elthorne which is a Mainstream High School and has not been without challenges especially as Covid continued to disrupt all our venues. In a mainstream environment space is always at a premium especially when trying to observe social distancing and Gemma L-S was very imaginative in offering her sessions in new ways. The school were appreciative of the service and the progress the students made, but unfortunately could not release the funds for a second year.



Shortly after this Rachael told us she was relocating with her family to her native New Zealand during the October half term. Rachael joined us 2010 and initially worked at both St Ann's and Springhallow. Elena Konstantinidi joined us to continue the service at Springhallow. We have subsequently heard from Rachael that they have all settled well after Covid disrupted their travel plans!

Elena did not stay with us for long as she had the opportunity of joining Coram's in a full time Music Therapy post and we wish her well. Gemma S has covered some of the work at Springhallow and we are hoping to recruit another therapist for the Autumn Term.

I am planning to retire as Staff Link Trustee in the not-too-distant future and to facilitate this the Trustees appointed a Service Coordinator, Emily Johnson, in September 2021. The role is largely supporting the team, acting as the contact for our schools, conducting appraisals and recruitment etc. It has been good to work with Emily as EMT seeks to develop.

*Jen Whadcoat*

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

In the financial year 2021/22 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 Elthorne Park High School and we are very grateful to these schools for providing full funding for our Therapists.

Unfortunately, at the end of the academic year Elthorne Park High School gave notice to EMT to terminate the Music Therapy service for the next academic year due to lack of ongoing 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 2022/23; 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 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 about 80 children per year. As a result of our expansion activities several schools have expressed an interest in EMT providing Music Therapy and we are delighted that we will be providing Music Therapy to Selborne Primary School from the start of the 2022/23 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 2021-2022 (in £)**

<u>Donor</u>	<u>Amount £</u>
Anon	46.18

*Colin Lenton-Smith*

#### 4. THE TEAM

As at August 2022.

##### Service Coordinator

Emily Johnson

The Service Coordinator is responsible for the management of the Therapist team and acts as a liaison with the schools.

##### Therapists

Gemma Lenton-Smith

Senior 1 Music Therapist

Omer Plotniarz

Senior 2 Music Therapist

Gemma Shiffner

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, Walid El-Yafi, Colin Lenton-Smith, Saz Vora, Andrew Whadcoat, Jen Whadcoat.

If you would like to know more about EMT then please contact us using the details on the Charity Commission website <https://www.gov.uk/find-charity-information>.



**5. STATEMENT OF ACCOUNTS**

A full set of accounts is available as an appendix.

**The Ealing Music Therapy Project  
Statement of Financial Activities  
for the year ended 31 March 2022**

	<u>Notes</u>	<u>2022</u>			<u>2021</u>
<b>INCOME</b>		<b>Total</b>	<b>Restricted</b>	<b>Unrestricted</b>	
		£	£	£	£
Belvue School		14543.00	14543.00	0.00	8510.00
Elthorne Park High School		8308.58	8308.58	0.00	0.00
Mandeville School		17450.00	17450.00	0.00	15600.00
St Ann's School		8725.00	8725.00	0.00	8510.00
St John's School		8725.00	8725.00	0.00	8510.00
Springhallow School		8725.00	8725.00	0.00	8510.00
Donations		46.18	0.00	46.18	200.00
Bank Interest		32.33	0.00	32.33	27.69
Coston School		2666.00	2666.00	0.00	5334.00
<b>Total Income</b>		<b>69221.09</b>	<b>69142.58</b>	<b>78.51</b>	<b>55,202</b>
<b>EXPENDITURE</b>					
Salaries	<b>1</b>	61553.91	61553.91	0.00	49773.91
Instruments & Equipment		348.21	348.21	0.00	304.00
Hall Rental		300.00	0.00	300.00	0.00
Travel		6.00	6.00	0.00	0.00
Printing & Stationery		0.00	0.00	0.00	0.00
Postage		0.00	0.00	0.00	0.00
Insurance		865.00	865.00	0.00	864.89
PR/Publicity/Website	<b>3</b>	2056.57	0.00	2056.57	1099.99
Training/Supervision		1392.00	1392.00	0.00	928.92
Miscellaneous/Petty Cash		173.99	173.99	0.00	57.98
Bank charges		16.20	0.00	16.20	6.4
<b>Total Expenditure</b>		<b>66711.88</b>	<b>64339.11</b>	<b>2372.77</b>	<b>53,036</b>
Surplus/(Deficit) for the year		<b>2509.21</b>	<b>4803.47</b>	<b>-2294.26</b>	<b>2,166</b>
<b>Balance B/Fwd</b>		<b>60642.00</b>	<b>50451.00</b>	<b>10191.00</b>	<b>58,476</b>
<b>Closing Funds</b>		<b>63151.21</b>	<b>55254.47</b>	<b>7896.74</b>	<b>60,642</b>

**THE EALING MUSIC THERAPY PROJECT**

**FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED**

**31 MARCH 2022**

**The Ealing Music Therapy Project  
Accounts for the Year to 31 March 2022**

<b>CONTENTS</b>	<b>Pages</b>
Income & Expenditure Accounts	1
Balance Sheet	2
Notes	3
Independent Examiners Report	4

**The Ealing Music Therapy Project  
Statement of Financial Activities  
for the year ended 31 March 2022**

	<u>Notes</u>	<u>2022</u>			<u>2021</u>
<b>INCOME</b>		<b>Total</b>	<b>Restricted</b>	<b>Unrestricted</b>	
		£	£	£	£
Belvue School		14543.00	14543.00	0.00	8510.00
Elthorne Park High School		8308.58	8308.58	0.00	0.00
Mandeville School		17450.00	17450.00	0.00	15600.00
St Ann's School		8725.00	8725.00	0.00	8510.00
St John's School		8725.00	8725.00	0.00	8510.00
Springhallow School		8725.00	8725.00	0.00	8510.00
Donations		46.18	0.00	46.18	200.00
Bank Interest		32.33	0.00	32.33	27.69
Coston School		2666.00	2666.00	0.00	5334.00
<b>Total Income</b>		<b>69221.09</b>	<b>69142.58</b>	<b>78.51</b>	<b>55,202</b>
<b>EXPENDITURE</b>					
Salaries	1	61553.91	61553.91	0.00	49773.91
Instruments & Equipment		348.21	348.21	0.00	304.00
Hall Rental		300.00	0.00	300.00	0.00
Travel		6.00	6.00	0.00	0.00
Printing & Stationery		0.00	0.00	0.00	0.00
Postage		0.00	0.00	0.00	0.00
Insurance		865.00	865.00	0.00	864.89
PR/Publicity/Website	3	2056.57	0.00	2056.57	1099.99
Training/Supervision		1392.00	1392.00	0.00	928.92
Miscellaneous/Petty Cash		173.99	173.99	0.00	57.98
Bank charges		16.20	0.00	16.20	6.4
<b>Total Expenditure</b>		<b>66711.88</b>	<b>64339.11</b>	<b>2372.77</b>	<b>53,036</b>
Surplus/(Deficit) for the year		<b>2509.21</b>	<b>4803.47</b>	<b>-2294.26</b>	<b>2,166</b>
<b>Balance B/Fwd</b>		<b>60642.00</b>	<b>50451.00</b>	<b>10191.00</b>	<b>58,476</b>
<b>Closing Funds</b>		<b>63151.21</b>	<b>55254.47</b>	<b>7896.74</b>	<b>60,642</b>

**The Ealing Music Therapy Project  
Balance Sheet  
As at 31 March 2022**

	Notes	£	<u>2022</u> £	<u>2021</u> £
<b>Assets:</b>				
Bank Balance @ 31/03				
Triodos Social Venture Current Account			2,934	5,631
Triodos Business and Charity Deposit Account			60,217	55,010
HSBC Business account				1
<b>Net Assets</b>			<u>63,151</u>	<u>60,642</u>
<b>Financed by:</b>				
Private Fund Account:				
Reserves B/Fwd at 1 April 2021			60,642	58,476
Surplus/(Deficit) for the year			2,509	2,166
Restricted Reserves	2	55,254		
Unrestricted Reserves	2	7,897		
Reserves C/Fwd @ 31 March 2022			<u>63,151</u>	<u>60,642</u>



Andrew Whadcoat - Chairman

Date: 30/8/2022



Colin Lenton-Smith- Treasurer

Date: 30/8/2022

**The Ealing Music Therapy Project  
Notes to Income and Expenditure Accounts  
for the year ended 31 March 2022**

**1 Salaries Allocation**

	<u>2022</u>		<u>2021</u>	
	£	£	£	£
Music Therapists	46,142		38,520	
PAYE and National Insurance	12,910		9,172	
Nest payment	2,502		2,082	
		<u>61,554</u>		<u>49,774</u>

**2 Reserves**

	£	£	£	£
Restricted reserves contingency B/Fwd	50,451		45,251	
Current Year Surplus/(Deficit)	4,803		5,200	
		<u>55,254</u>		<u>50,451</u>
Unrestricted reserves B/Fwd	10,191		13,226	
Current Year Surplus / (Deficit)	(2,294)		(3,035)	
		<u>7,897</u>		<u>10,191</u>
Total Reserves C/Fwd		<u>63,151</u>		<u>60,642</u>

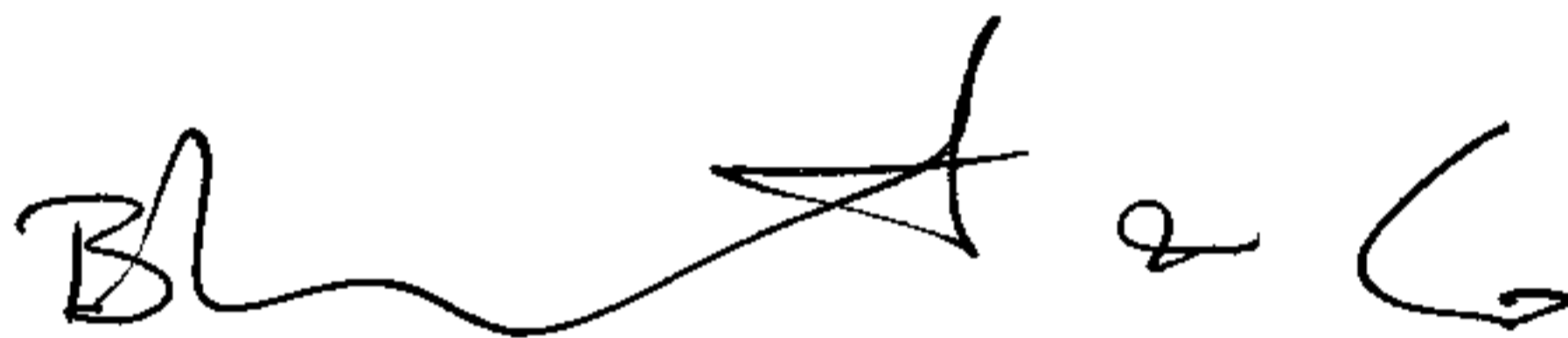
**3 PR/Publicity/Website**

Redevelopment of EMT website and production of brochures and marketing material		<u>2,057</u>		<u>1,100</u>
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**The Ealing Music Therapy Project  
Independent Examiner's Report  
Accounts for year to 31 March 2022**

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 The Ealing Music Therapy Project as at 31 March 2022, and of its surplus for the year ended on that date.



Bhanot & Co.  
Independent examiner  
Chartered Accountants

Date:.....

**THE EALING MUSIC THERAPY PROJECT**

**FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED**

**31 MARCH 2022**

**The Ealing Music Therapy Project  
Accounts for the Year to 31 March 2022**

<b>CONTENTS</b>	<b>Pages</b>
Income & Expenditure Accounts	1
Balance Sheet	2
Notes	3
Independent Examiners Report	4

**The Ealing Music Therapy Project  
Statement of Financial Activities  
for the year ended 31 March 2022**

	<u>Notes</u>	<u>2022</u>			<u>2021</u>
<b>INCOME</b>		<b>Total</b>	<b>Restricted</b>	<b>Unrestricted</b>	
		£	£	£	£
Belvue School		14543.00	14543.00	0.00	8510.00
Elthorne Park High School		8308.58	8308.58	0.00	0.00
Mandeville School		17450.00	17450.00	0.00	15600.00
St Ann's School		8725.00	8725.00	0.00	8510.00
St John's School		8725.00	8725.00	0.00	8510.00
Springhallow School		8725.00	8725.00	0.00	8510.00
Donations		46.18	0.00	46.18	200.00
Bank Interest		32.33	0.00	32.33	27.69
Coston School		2666.00	2666.00	0.00	5334.00
<b>Total Income</b>		<b>69221.09</b>	<b>69142.58</b>	<b>78.51</b>	<b>55,202</b>
<b>EXPENDITURE</b>					
Salaries	1	61553.91	61553.91	0.00	49773.91
Instruments & Equipment		348.21	348.21	0.00	304.00
Hall Rental		300.00	0.00	300.00	0.00
Travel		6.00	6.00	0.00	0.00
Printing & Stationery		0.00	0.00	0.00	0.00
Postage		0.00	0.00	0.00	0.00
Insurance		865.00	865.00	0.00	864.89
PR/Publicity/Website	3	2056.57	0.00	2056.57	1099.99
Training/Supervision		1392.00	1392.00	0.00	928.92
Miscellaneous/Petty Cash		173.99	173.99	0.00	57.98
Bank charges		16.20	0.00	16.20	6.4
<b>Total Expenditure</b>		<b>66711.88</b>	<b>64339.11</b>	<b>2372.77</b>	<b>53,036</b>
Surplus/(Deficit) for the year		<b>2509.21</b>	<b>4803.47</b>	<b>-2294.26</b>	<b>2,166</b>
<b>Balance B/Fwd</b>		<b>60642.00</b>	<b>50451.00</b>	<b>10191.00</b>	<b>58,476</b>
<b>Closing Funds</b>		<b>63151.21</b>	<b>55254.47</b>	<b>7896.74</b>	<b>60,642</b>

**The Ealing Music Therapy Project  
Balance Sheet  
As at 31 March 2022**

	Notes	£	<u>2022</u> £	<u>2021</u> £
<b>Assets:</b>				
Bank Balance @ 31/03				
Triodos Social Venture Current Account			2,934	5,631
Triodos Business and Charity Deposit Account			60,217	55,010
HSBC Business account				1
<b>Net Assets</b>			<u>63,151</u>	<u>60,642</u>
<b>Financed by:</b>				
Private Fund Account:				
Reserves B/Fwd at 1 April 2021			60,642	58,476
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Andrew Whadcoat - Chairman

Date: 30/8/2022



Colin Lenton-Smith- Treasurer

Date: 30/8/2022

**The Ealing Music Therapy Project  
Notes to Income and Expenditure Accounts  
for the year ended 31 March 2022**

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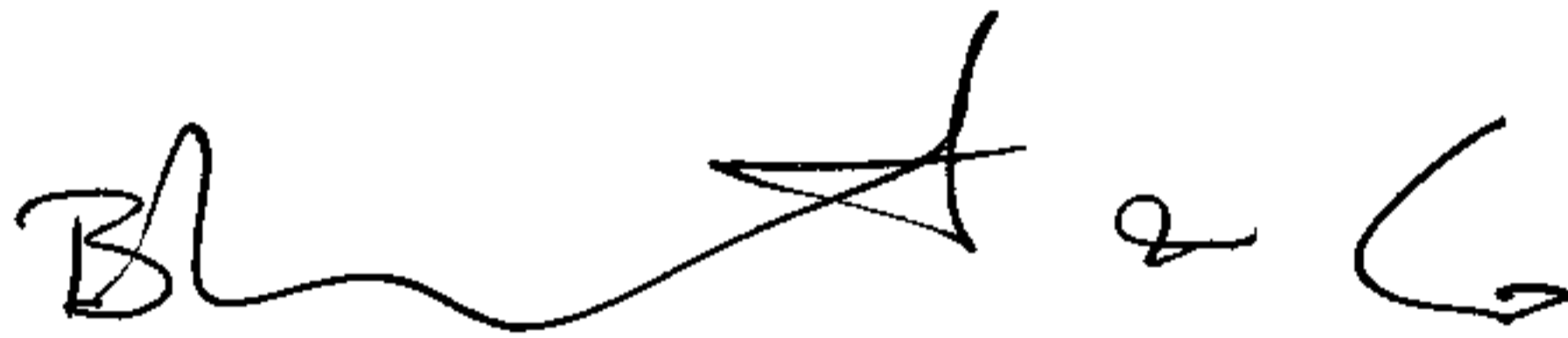
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**The Ealing Music Therapy Project  
Independent Examiner's Report  
Accounts for year to 31 March 2022**

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Chartered Accountants

Date:.....