

EALING MUSIC THERAPY



ealing
music
therapy

ANNUAL REPORT
2024-2025



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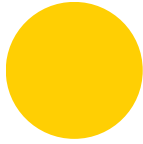
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About us

We are Ealing Music Therapy, a charity that has been dedicated to providing life-changing Music Therapy to children and young people with additional needs for over 35 years.

Music Therapy is a widely-recognised clinical intervention which uses music, musical interactions and play to improve the lives of children with a range of different diagnoses, challenges and needs.



Music therapy can help children and young people develop their social and communication skills, improve awareness and attention, support emotional regulation and wellbeing, build confidence and self-esteem, manage behaviours that challenge and express difficult emotions in a safe, therapeutic environment.

This year we supported 98 children and young people in five schools and through our community Saturday Music Therapy Service.



Members of our Therapy Team and Trustees at our Summer Strategy Workshop (above).



Santosh Bhanot, our Chairperson, with Saturday Music Therapy Service Team members Robert Simonis (Music Therapist) and Rebecca Gleave (Music Therapy Assistant) on opening day (above).

Our Music Therapists are fully-qualified, DBS checked and registered with The Health and Care Professions Council (HCPC).

Our Therapy Team



Gemma Lenton-Smith
Clinical Lead &
Operations Manager



Omer Plotniarz
Music Therapist



Robert Simonis
Music Therapist

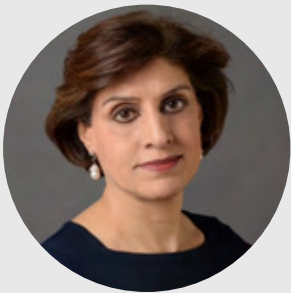


Lauren Brant
Music Therapist



Rebecca Gleave
Music Therapy Assistant

Our Trustees



Santosh Bhanot
Chairperson



Colin Lenton-Smith
Hon Secretary
& Treasurer



Saz Vora
Safeguarding Officer
& Communications



Cidalia Mendes
Trustee



Rachael Nolan
Trustee



Kirstie Ferrett
Trustee



Lydia Howarth
Trustee

Chairperson's Report

It has been a fantastic year of growth and development for Ealing Music Therapy. We have strengthened every part of the organisation - from our Board of Trustees and Therapist Team to the successful introduction of our new Saturday Music Therapy Service in Ealing Broadway.

Launched in April, our Saturday Service has been a great success with all therapy places filled, demonstrating the strong need for community-based provision. We are now appealing for funding to expand the service so that we can support the children and young people on our waiting list and meet increasing demand.



Santosh Bhanot, PhD, FRSA
Chairperson

This year has further shown how essential Music Therapy is for children and young people across Ealing, particularly those with additional needs. **With 15–20% of UK children estimated to be Neurodivergent, and a 12% annual rise in Autism locally, early and creative therapeutic support is more important than ever.**

Progress towards our long-term vision

In line with the Sustainable Development Goals (UN 2030) - ensuring equal access to education for children in vulnerable situations - we are working towards **our vision of supporting 1,000 children and young people annually**, based on Ealing Council's *Report on Progress of Children with SEN* (2025).

This year we strengthened our operational capacity, deepened partnerships and increased visibility with families, schools and health networks. Our Summer Strategy Workshop helped refine our long-term direction, with a focus on independence, sustainability and strategic growth, and is shaping our priorities for the year ahead.

Expanding services and new milestones

The launch of our Saturday Service has been one of our biggest achievements. It offers families access to Music Therapy outside school environments, and demand has exceeded capacity from the outset.

We have also continued to build strong partnerships with our long-standing schools - Mandeville, Belvue, St Ann's and Springhallow - and were delighted to welcome back Castlebar School.

Feedback across all settings remains outstanding, with one Assistant Headteacher noting that group Music Therapy helps pupils: "*find their voice, develop their communication skills and grow in confidence.*" However, rising school budget pressures remain a challenge, with Selborne School unable to continue funding sessions this year, reinforcing our commitment to developing a sustainable funding model.

Our call to action – growing need, growing opportunity

With diagnoses of Autism and ADHD rising rapidly, especially in the early years, we are seeking sustained investment to expand the Saturday Service, grow our therapy capacity and strengthen operations, **ensuring that no child in need of Music Therapy is ever placed on a waiting list.**



Our Team - dedicated, skilled and growing

Our progress is driven by our exceptional team. Gemma Lenton-Smith has shown outstanding clinical leadership and expanded her remit as Operations Manager, guiding the development of the Saturday Service. Omer Plotniarz, Robert Simonis and Lauren Brant continue to deliver high-quality, child-centred therapy. Rebecca Gleave, our Music Therapy Assistant, created our first animated Music Therapy awareness video, now used widely across GP networks, community events and outreach.

Our Trustees - leadership and fresh energy

My heartfelt thanks go to our Trustees. Colin Lenton-Smith, Treasurer and Hon. Secretary, continues to lead on finance, governance and strategic growth; Saz Vora provides valuable communications and marketing insight; and Rachael Nolan supports us with her diligent governance work. We also welcome the SEN experience brought by Trustee Cidalia Mendes.

We extend our gratitude to outgoing Trustee Walid El-Yafi and are delighted to welcome two new Trustees, Kirstie Ferrett and Lydia Howarth, whose experience as parents of children who have experienced Music Therapy will be valuable, as we enter our next stage of development.

Thank you

We remain deeply grateful to our key funders, including John Lyon's Trust, Pathway and The Co-op. Our thanks also goes to Bhanot & Co Chartered Accountants, Young Ealing Foundation and Marketing Consultant Harsh Taneja, whose support and guidance have been invaluable.

Thank you for standing with Ealing Music Therapy and supporting the wellbeing of our children and young people, helping them build the foundations for brighter futures.

Impact

“My 7 year old daughter absolutely loves attending her Saturday Music Therapy sessions in Ealing. She leaves every session visibly happier and calmer.”

-Parent accessing our Saturday Service

1,528

Therapy sessions delivered.

98

Children and young people benefitted.

5 + 1

5 schools supported and 1 Community Music Therapy Service set up.

New projects

Details

Outcome

Saturday Music Therapy Service

New service for children and young people who cannot access therapy in school

- **75 Music Therapy sessions** provided
- **6 children** supported
- **Expansion planning** in progress

Community Outreach

Music Therapy Groups for Ealing community and education for Ealing GPs

- **2 Music Therapy workshops** delivered for children at the Viking Centre, connecting with hard-to-reach communities in Northolt
- **1 training session for GPs**, highlighting opportunities to refer families to Music Therapy services

Therapists' Report

Belvue High School

Belvue High School provides specialist education for secondary-aged pupils with a range of learning difficulties and associated communication, behavioural, sensory and physical needs.

Referrals were made to address key developmental and emotional areas, including:

- Emotional wellbeing
- Self-expression and creativity
- Confidence building
- Emotional awareness
- Social skills
- Relationship development

Therapy was delivered in a safe, consistent, and supportive environment, tailored to meet individual needs and promote personal growth through music.



Developing Therapeutic Practice: Supporting Trainees

In addition to direct clinical work, I supervised a first-year Music Therapy Trainee from Anglia Ruskin University. This included co-facilitating a group and overseeing the trainee's work with an individual student.

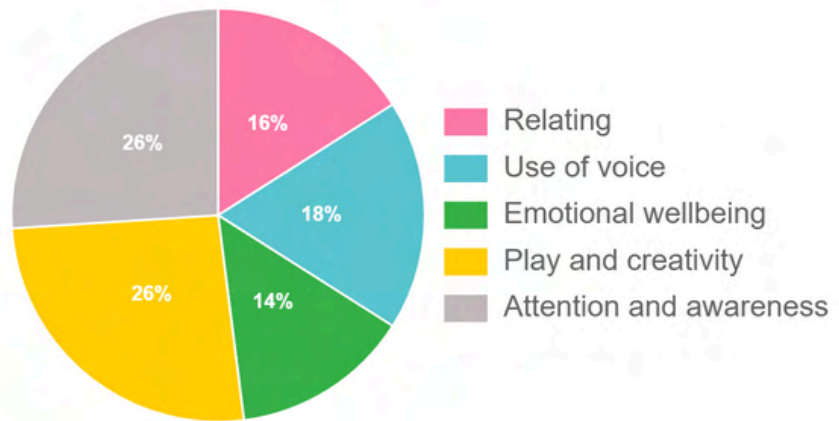
The process was mutually enriching - enhancing my own reflective practice while supporting the Trainee's development of clinical skills and confidence. It also fostered collaborative learning and strengthened Belvue's role as a training-supportive environment for the next generation of Music Therapists.

Belvue High School - Music Therapy Outcomes Star results

Results show the proportion of positive change seen in each of the areas of development measured for children and young people who accessed our Music Therapy Service in school this academic year.

Key:

- **Relating:** how a child relates to other people
- **Use of voice:** expressing themselves using their voice through sounds and/or words
- **Emotional wellbeing:** being at ease and expressing their emotions
- **Play and creativity:** developing play and creativity skills with another person
- **Attention and awareness:** being able to focus on an activity



Areas of Impact: The Music Therapy Star

The Music Therapy Star tool was used to track progress across several key developmental domains. The most significant areas of improvement this year were attention and awareness, and play and creativity.

These gains appear closely linked to students' increased feelings of safety, trust and confidence within the therapeutic relationship. As students became more settled and secure, they engaged more openly, allowing for deeper emotional and creative exploration. These outcomes are a strong indicator of the effectiveness of Music Therapy in supporting holistic development.

Case Study: Emma's Story

Emma is a student with a diagnosis of Autism who experiences high levels of anxiety and limited peer interaction. She was referred to music therapy to:

- Reduce anxiety
- Promote self-expression
- Develop social interaction skills through creative engagement

At the beginning of therapy, Emma found it difficult to participate. She would sit silently, cover her ears, and vocalise softly- coping strategies she uses when feeling overwhelmed.

Instead of encouraging active participation immediately, I adopted a gentle, non-intrusive approach, playing quiet, familiar melodies on the guitar while simply sitting beside her. Gradually, Emma began to respond. A breakthrough occurred when she removed her hands from her ears during a familiar song - marking the beginning of trust in our therapeutic relationship.

As sessions continued, Emma's confidence grew. She began to explore instruments such as the guitar and piano, and moved from free improvisation to structured musical interactions that involved turn-taking and shared attention.

This progress also extended beyond therapy sessions. According to her class teacher, Emma:

- Appeared less anxious and more emotionally regulated
- Participated more confidently in after-school music activities
- Began connecting more meaningfully with peers

Emma's teacher's feedback:

"Since starting Music Therapy, Emma seems less anxious and stressed. She's more confident joining in with musical activities, which has helped her feel calmer, engage better in class and connect more with other students."

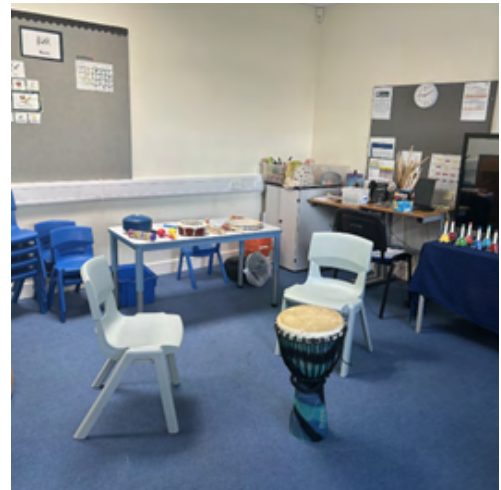
This year's Music Therapy programme at Belvue High School has had a significant positive impact on students' emotional wellbeing, creative expression and social development. The strong collaboration with school staff, alongside opportunities for trainee development, continues to enrich the provision.

We extend our sincere thanks to Belvue High School for its ongoing support and recognition of the value Music Therapy brings to the school community. We look forward to continuing our work in the upcoming academic year.

Omer Plotniarz
Music Therapist

Castlebar School

Castlebar School is a specialist local authority primary school that supports children with mild to moderate learning difficulties.



Two children had Music Therapy explicitly outlined in their Education, Health and Care Plans (EHCPs), and the service at Castlebar was provided to meet this statutory requirement. In addition, three further pupils accessed Music Therapy as part of the broader half-day provision.

Support for pupils with EHCPs

One child participated in group music therapy sessions, focusing on enhancing their social interaction and communication skills, and supporting the development of peer relationships. The second child received individual music therapy, with goals centred around improving communication, attention, awareness, and emotional regulation.

Support for other pupils

The three additional children engaged in Music Therapy to support a range of developmental needs, including emotional wellbeing and regulation, engagement and attention, encouragement of play, development of social and communication skills and the building of positive peer relationships.

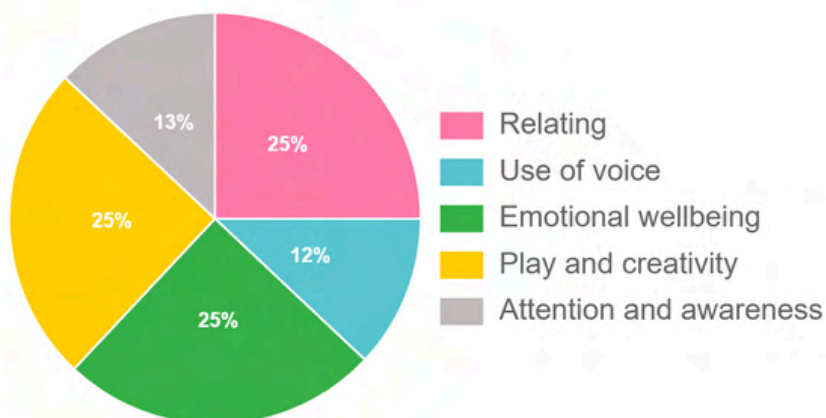


Castlebar School - Music Therapy Outcomes Star results

Results show the proportion of positive change seen in each of the areas of development measured for children and young people who accessed our Music Therapy Service in school this academic year.

Key:

- **Relating:** how a child relates to other people
- **Use of voice:** expressing themselves using their voice through sounds and/or words
- **Emotional wellbeing:** being at ease and expressing their emotions
- **Play and creativity:** developing play and creativity skills with another person
- **Attention and awareness:** being able to focus on an activity



The pupils at Castlebar showed the most progress in developing their play, creativity, relating skills, and emotional well-being this academic year. This is particularly important for the children at Castlebar, as music therapy can help them build relationships, enhancing flexible thinking, and improve social understanding, while also offering an environment that supports their emotional regulation.

Teaching Assistant feedback from Music Therapy group:

“One pupil improved his communication and social skills. He also engaged with the songs by singing along and remembering the lyrics. His requesting skills have become clearer, and he practised speaking at a slower pace so his friends could understand him better.

The second pupil improved his communication and social skills. He showed better understanding of turn-taking and was more willing to share instruments with his friends. He also tolerated situations better when his requests were not met.

The third pupil improved his communication and social skills during music therapy. He adapted to working with peers by patiently waiting for his turn and listening to adults’ instructions.”

Thank you

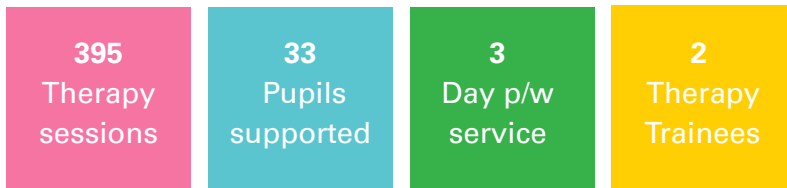
Thank you to Castlebar for their support of music therapy at the school and their value in the service. We look forward to expanding the service to a full day of provision in the coming year.

Gemma Lenton-Smith

Clinical Lead & Operations Manager

Mandeville School

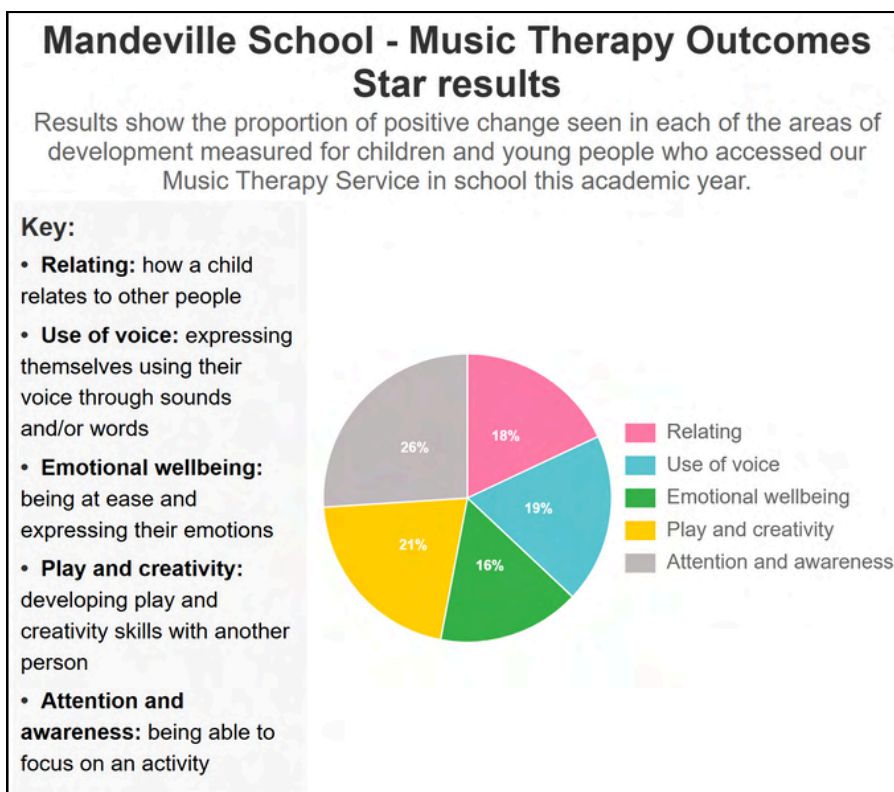
Mandeville School is a specialist primary school that supports children with severe and profound learning difficulties. The school strongly promotes a multidisciplinary approach and places a high value on relational, child-centred practices.



Over the past year, Ealing Music Therapy has provided a three-day-per-week service at Mandeville School. In addition, we have hosted two trainee placements, which has enabled more children to access Music Therapy.

Referrals were made to address key developmental and emotional areas, including emotional wellbeing, self-expression and creativity, confidence building, emotional awareness, social skills and relationship development.

Therapy was delivered in a safe, consistent and supportive environment, tailored to meet individual needs and promote personal growth through music.



This year children made the greatest change in developing their attention and awareness, play and creativity and using their voice within Music Therapy sessions.

Projects to celebrate

'Find Your Voice' was a collaborative group combining Music Therapy and Speech and Language Therapy, designed to support pupils in developing their communication skills.

Five pupils were referred to the group through their Annual Reviews, as they were beginning to express themselves more actively - whether through spoken words, vocalisations, or communicative gestures such as Makaton signing.

The group aimed to:

- Encourage the use of voice, sounds and words to communicate through music
- Support choice-making and the ability to express preferences
- Foster social awareness and the development of peer relationships
- Build independence in maintaining attention and remaining seated
- Enable participation in structured activities involving two or more steps or sequences



Significant outcomes and achievements observed among the children this year included:

- Making clear and intentional choices during sessions
- Choosing to remain in the therapy room for the full duration without needing breaks
- Following one-step and two-step instructions
- Accepting and following a flexible agenda led by adults
- Developing social awareness of both peers and adults
- Sharing and taking turns with others
- Expanding vocabulary through the use of books, pictures, and word cards during sessions

In addition, two pupils' reading abilities were identified during group sessions, which helped establish a baseline for their literacy skills. Over the course of the year, the children also showed increased ability to predict and anticipate activities, which led to greater participation and more spontaneous use of play skills.

Teaching Assistant feedback:

"When she saw the symbol for the group she showed excitement and transitioned to the group with ease. She enjoyed looking with anticipation and joy at their friends taking turn in various activities. I noticed how much more eye contact she was giving and her overall demeanor was relaxed and happy. She especially liked making different sounds into the microphone and watching my mouth when I was talking to her. I personally feel she gained so much from the sessions and blossomed with confidence."

Carnival of the Animals

Following the success of last year's inaugural whole-school festival that celebrated music, communication, and poetry, a second event - *Carnival of the Animals* - was held. The project aimed to:

- Promote total communication through Makaton signing, communicative gestures, spoken words, and choice-making
- Encourage active participation through singing, movement, and vocalisation in response to music

The day was a great success. Our music therapy trainees and music therapy assistant provided valuable support with the musical elements of the event.

Key outcomes included:

- Children demonstrated spontaneous behaviours not typically seen in classroom settings
- Opportunities to generalise key skills such as transitioning, sharing, and engaging with objects of interest
- Free, improvised dancing, collaborative play, and increased social tolerance
- Peer interaction through unstructured, joyful play
- Improved tolerance of sensory-rich environments, including noise and unpredictability
- Participation across all classes, even with a flexible and unfamiliar timetable
- Participation across all classes, even with a flexible and unfamiliar timetable
- Self-expression through singing, vocalising, and playing drums and instruments with adult support



Deputy Teacher feedback:

"A special day event planned by and run collaboratively by the Music Therapist, Speech and Language Therapist (SaLT), Occupational Therapist (OT) and our Interactive Poet.

The children enjoyed the colourfully decorated courtyard, listening and dancing to a range of musical instruments and sounds. They had opportunities to explore a range of sensory experiences created by the OT.

The SaLT and Interactive Poet supported the engagement of all the children throughout the experience. Children and staff were dressed as animals and the multi-sensory musical experience was orchestrated with a range of 'Call and Response' activities and well-known songs.

The interdisciplinary approach of; Music Therapy, Speech and Language Therapy, Occupational Therapy and Poetry provided a truly magical day for the children. They fully engaged in the experience and showed us their motivation to participate and creativity."



Mandeville School Case Study

A five-year-old boy was referred to Music Therapy to provide support with his communication skills and social development. He had very low motivation with most activities and would spend a lot of his time lying on the floor when given the choice. He was highly motivated by screens, becoming very animated when a screen was on.

When Music Therapy began, he lay on the floor and did not engage with any instruments during the sessions; however, he enjoyed our Therapist singing songs and often prompted our Therapist to sing *The Alphabet Song*.

As the sessions progressed, his confidence grew and he became more assertive in communicating his wants and needs. He was able to spend more time choosing a variety of songs for our Therapist to sing, while also engaging with various instruments. He responded well to humour and often got excited when our Therapist sang the songs in a variety of speeds.

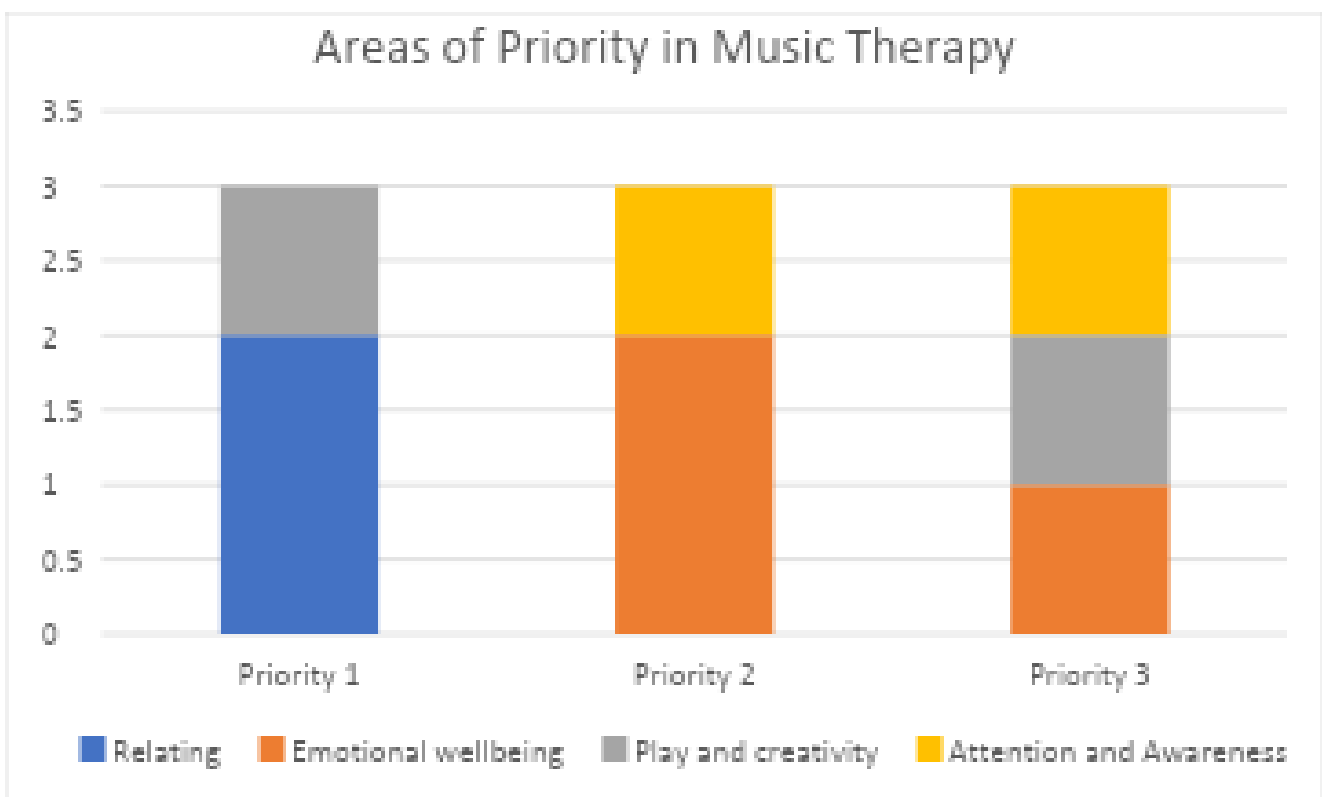
His motivation had increased during his time in therapy which was demonstrated through less time being spent lying on the floor in the sessions. This was reflected in class as his teachers mentioned that his contribution in class activities had increased.

Springhallow School

Springhallow School is a local authority-maintained community special school supporting pupils aged 4–16 years with a diagnosis of Autism.



13
Pupils
supported



Referrals were made primarily to support communication skills, emotional regulation, and self-expression.

While initial referrals were focused on communication, as therapy progressed, priorities naturally shifted. Developing each child’s ability to relate to others, engage in play, and express creativity became increasingly central. This was often followed by improvements in emotional wellbeing, attention and awareness.

Impact and Outcomes

Over the year, pupils consistently demonstrated improvements in:

Confidence and self-esteem, emotional well-being, engagement and interaction with the Therapist and creative expression through music.

Springhallow School Case Study: Individual Music Therapy

A 7 year old pupil was referred to Music Therapy due to high anxiety and low self-confidence, which significantly impacted his ability to communicate and engage socially.

Initially, he relied heavily on the Therapist's guidance and showed hesitance in exploring activities independently. However, as sessions progressed, he became more comfortable using a range of instruments and began to show a creative and playful side.

He increasingly initiated activities and confidently sang nursery rhymes into a microphone, using his full voice, something he had not done before. His growing independence and self-expression were clear indicators of his progress.

Springhallow School Case Study: Pair Music Therapy Group

A paired group was formed to encourage:

- Social interaction
- Turn-taking and sharing
- Emotional expression
- Cooperative play

At the outset, the two children played independently, engaging only with the therapist. Gradually, however, they moved to parallel play and eventually developed moments of collaborative, cohesive musical interaction, sharing instruments and participating in joint musical play.

Teacher feedback:

"The pairwork focus in music therapy really had a positive impact. One pupil tended to struggle with sharing adult attention or resources. Initially, she became upset by another pupil's presence.

However, over the sessions, she allowed her peer to use the same resources and engage in the same songs. Remarkably, the two began to form a positive friendship outside of the Music Therapy sessions - something we had not seen before."

We extend our sincere thanks to Springhallow School for their continued support of Music Therapy and their commitment to the emotional and developmental wellbeing of their pupils.

We look forward to continuing our work together in the upcoming academic year.

Robert Simonis
Music Therapist

St Ann's School

St Ann's is a secondary special school for 90 students aged 11 to 19 with complex, profound, and severe learning difficulties.

130
Therapy
sessions

6
Pupils
supported



Referrals were made to address a range of developmental and emotional needs, including:

- Emotional wellbeing
- Communication challenges
- Social interaction skills

Music therapy at St Ann's provides a safe, creative space where students can express themselves, build trust and connect with others in ways that are meaningful and accessible to them.

The consistent, personalised nature of these sessions has enabled students to engage at their own pace, supporting their growth across both emotional and interpersonal domains.

The most significant area of change for pupils receiving Music Therapy this year has been primarily in play and creativity skills, followed by attention and awareness, emotional wellbeing and voice use.

In this context, play is a vital activity as it frequently supports how teenagers connect with others. Play is a fundamental part of the curriculum at St Ann's, emphasising how Music Therapy complements and enhances the school's ethos.

Emotional wellbeing

Communication challenges

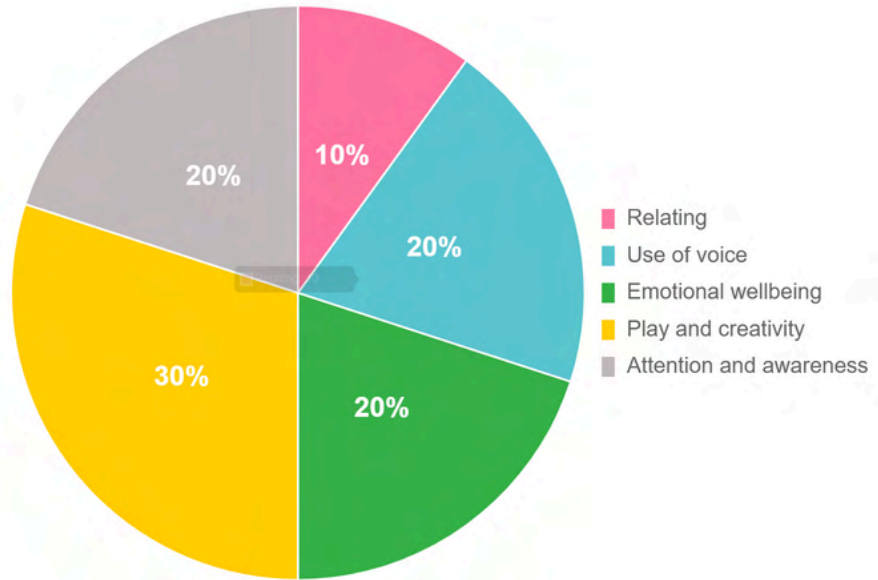
Social interaction skills

St Ann's School - Music Therapy Outcomes Star results

Results show the proportion of positive change seen in each of the areas of development measured for children and young people who accessed our Music Therapy Service in school this academic year.

Key:

- **Relating:** how a child relates to other people
- **Use of voice:** expressing themselves using their voice through sounds and/or words
- **Emotional wellbeing:** being at ease and expressing their emotions
- **Play and creativity:** developing play and creativity skills with another person
- **Attention and awareness:** being able to focus on an activity



Case Study: Supporting a student's social engagement

This academic year, I worked with a young person referred to music therapy by their class teacher due to difficulties engaging with peers and classroom activities. In collaboration with the teacher, therapy aims were established to:

- Support the student's attention and awareness
- Develop ways of relating to another person through sustained musical interactions
- Encourage vocal exploration

Due to sensory processing challenges, transitions to the therapy space were initially difficult. By introducing a calming vocal motif during these journeys, the young person began to respond with eye contact, smiles, and occasional vocalisations. Over time, transitions became smoother.

In early sessions, the young person was often unsettled and showed minimal interaction with instruments. However, with consistent weekly sessions, they began to engage more meaningfully. I identified instruments that resonated with them, such as the cabasa and shaker, and discovered that responding musically to their movements encouraged reciprocal interaction—forming the basis of our improvisations.

By the Spring term, these musical exchanges became increasingly sustained, with one session featuring a 7–8 minute improvisation involving shared vocalisations, instrumental play, and evident emotional connection, culminating in mutual laughter and engagement.

This session was shared with the class teacher, who noted:

"It was truly amazing to see how engaged and involved he was... I have never seen him as engaged in the classroom setting as he is during these sessions."

This insight prompted the teacher to reflect on environmental factors affecting the student's engagement, noting the positive impact of the smaller, quieter music therapy space compared to the noisier, more stimulating classroom.

"This led me to reflect on the differences between the environments. The music therapy room is small, quiet, and comfortable, which I believe plays a big role in [the student's] positive response. In contrast, our classroom has high ceilings and tends to be quite noisy, which might be contributing to his reluctance to engage."

Although Therapy concluded at the end of the academic year, ongoing dialogue with school staff has helped translate insights from music therapy into the classroom setting. It is hoped that small environmental adjustments will continue to support this young person's engagement in learning.

Thank you to St Ann's for continued support and value of the music therapy service for their pupils.

Lauren Brant
Music Therapist

Saturday Service

Launched in April 2025, our Saturday Service offers dedicated Music Therapy sessions for children and young people with additional needs who do not have access to Music Therapy in school.



99
Therapy
sessions

6
children
supported

The service runs during term time at the Ealing Quaker Meeting House, a calm and welcoming environment situated on a quiet, leafy road in Ealing. Sessions take place once a week and are facilitated by a lead therapist alongside a co-therapist, ensuring a supportive and responsive therapeutic setting.

This service was developed in response to the growing need for therapeutic support for children attending Alternative Resourced Provisions (ARPs) within mainstream schools. These children often face specific challenges related to Autism Spectrum Condition (ASC), communication difficulties, and emotional regulation. Music therapy offers a creative and relational approach to support their emotional wellbeing, social interaction, and communication skills.

Robert Simonis

Music Therapist

Rebecca Gleave

Music Therapy Assistant



CAMHS West London collaboration

This year we have built a valuable relationship with West London's Child and Adolescent Mental Health Services (CAMHS).



in April 2025, we co-hosted a collaborative workshop with CAMHS at the Viking Centre in Northolt. The workshop focused on supporting children with additional needs and their families, with a particular emphasis on promoting mental health awareness within Black and South Asian communities.

Through music-making and interactive activities, the event highlighted how music can be a powerful tool for emotional expression, connection, and healing.

The success of this initiative resulted in a follow-up invitation to organise another session in August 2025, during the summer holidays. These workshops not only strengthened our partnership with CAMHS but also allowed us to reach communities that previously had limited access to our services.

We also want to thank the Viking Centre for welcoming us into their community and recognising the value of music therapy for their families. We hope to continue working with the Viking Centre and offer more sessions for them in the near future.

We are deeply grateful for this collaborative journey and the opportunity to extend our therapeutic work to new areas within Ealing. As we continue to grow, we are committed to evolving our community outreach model and working with local partners to ensure music therapy is accessible to those who need it most.

Training for Ealing GPs

Ealing Music Therapy was invited by the Ealing GPs Educator Group to deliver a training session during their away day.

The purpose of the workshop was to introduce local GPs to Music Therapy and our work, with a focus on how our services support children and young people across the Borough.



The session aimed to increase awareness and understanding of Music Therapy as a therapeutic intervention and to highlight how GPs can effectively **signpost families and refer children** who may benefit from our support.

The workshop provided an overview of our approach, referral process and the range of needs we address through our work.

The GPs were highly engaged and welcoming. They showed genuine interest in the therapeutic value of music for children with emotional, social and developmental needs and were keen to explore how Music Therapy could complement the support already available to families.

The presentation also opened the door to **exciting opportunities for future collaboration**, including:

- Presenting to individual GP practices
- Sharing information and resources within surgeries
- Building links with other community projects and charities supported by GPs

We are grateful to the Ealing GPs Educator Group for their openness and enthusiasm and look forward to developing these connections to better serve families in the local community.

Piano School Concert fundraiser

We were approached by Yoko Saywell to be the designated charity for her Piano School's Annual Piano Concert.

We attended the concert and spoke about Ealing Music Therapy and the work we do in the Ealing community.



The concert was outstanding, with pupils performing with incredible talent. In addition to the pupils' performances, we had the pleasure of hearing Yoko herself and her opera colleague, Demelza Stafford, perform, which was truly magical.

We would like to extend a very special thank you to Yoko for the amount raised for Ealing Music Therapy, which was an impressive £738.84.

Treasurer's Report

In the 2024/25 academic year, we provided Music Therapy three days per week at Mandeville School, two days per week at Belvue School, and one day per week at both St Ann's and Springhallow Schools.

We were delighted to extend provision to Castlebar School for half a day per week - bringing the total provision to five schools.

Each school continues to express how much they value the contribution of Music Therapy.



Colin Lenton-Smith
Treasurer

Our long-term vision is to expand access to Music Therapy for children with additional needs across the London Borough of Ealing and to raise awareness of our work locally. The demand is both significant and growing, with an estimated 1,000 children and young people in Ealing who could benefit from Music Therapy.

To help realise this vision, we are deeply grateful to the John Lyons Charity for their continued support. Their second-year grant of £20,000 has helped us strengthen our operational management capacity, funding both our part-time Operations Manager and Music Therapy Assistant.

A key highlight this year has been the development and launch of our Saturday Service, enabling us to provide Music Therapy for primary and secondary school children with Autism and other additional needs.

The service launched successfully on 26th April 2025, offering five Music Therapy sessions each Saturday during term time. Each child receives an initial block of five weekly assessment sessions, followed, where appropriate, by a further block of 11 weekly sessions. We have a waiting list to join the programme. **We are extremely grateful to the Pathway Housing Association for awarding a three-year grant of £10,000 per annum** to help fund and make the Saturday Service possible.

Our income remains short term - i.e. the schools renew their funding on an annual basis.

To meet our contractual and statutory obligations, our cash reserves policy is to notionally maintain 75% of annual operating costs as Restricted Reserves; with Unrestricted- Undesignated Reserves at around 3 months operating costs.

Donations and Contributions 2024-2025 (in £)

Donor	Amount
Pathway Housing Association	£10,000
John Lyons Charity	£20,000
Co-op Community Fund	£500



Statement of Financial Activities

FOR THE YEAR ENDED 31 MARCH 2025

INCOME	TOTAL	RESTRICTED	UNRESTRICTED	2024
Income from schools	£74,370	£74,370	£0	£82,115
Donations	£324	£0	£324	£130
Bank Interest	£2,443	£0	£2,443	£1,838
Grants	£30,500	£30,000	£500	£25,022
Total Income	£107,637	£104,370	£3,267	£109,105
EXPENDITURE	TOTAL	RESTRICTED	UNRESTRICTED	2024
Salaries	£93,383	£89,997	£3,386	£80,262
Training/Supervision	£1,850	£1,850	£0	£2,047
PR/Publicity /Website	£1,342	£1,342	£0	£1,414
Other costs	£3,098	£2,544	£554	£4,074
Total Expenditure	£100,660	£96,720	£3,940	£87,092
Surplus/ (Deficit) for the year	£6,977	£7,650	£(673)	£22,013
Balance B/Fwd	£104,123	£77,915	£26,208	£82,110
Transfer		£(6,342)	£6,342	£0
Closing Funds	£111,100	£79,223	£31,877	£104,123

BALANCE SHEET AS AT 31 MARCH 2025

ASSETS	2025	2024
Net Assets - Bank Balance	£111,100	£104,123
Financed by: Restricted and Unrestricted Reserves	£111,100	£104,123

Independent Examiner's Report

Accounts for year to 31 March 2025

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 2025, and of its surplus for the year ended on that date.

Bhanot & Co.

**Independent Examiner
Chartered Accountants**

Signed 19/7/25



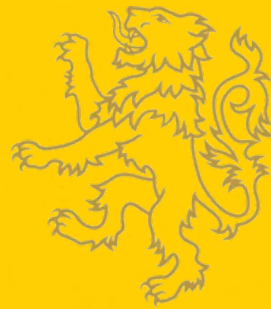


Thank You

for your support



Pathways



**JOHN LYON'S
CHARITY**

**CO
OP**



**ealing
music
therapy**

ealingmusictherapy.org / info@ealingmusictherapy.org

Ealing Music Therapy, 126-128 Uxbridge Road, Ealing, London W13 8QS
Registered Charity No. 801405

THE EALING MUSIC THERAPY PROJECT

FINANCIAL STATEMENTS

FOR THE YEAR ENDED

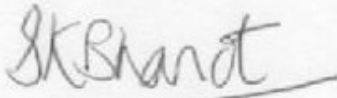
31 MARCH 2025

The Ealing Music Therapy Project
Statement of Financial Activities
for the year ended 31 March 2025

	Notes	2025	2025	2025	2024
INCOME		Total	Restricted	Unrestricted	
		£	£	£	£
Belvue School		21230	21230		20220
Mandeville School		31525	31525		29880
St Ann's School		5500	5500		10110
St John's School		0			1685
Springhallow School		10615	10615		10110
Selborne Primary School		0	0		10110
Castlebar School		5500	5500		0
Donations		324		324	130
Bank Interest		2443		2443	1838
Grants	3	30500	30000	500	25022
Total Income		107637	104370	3267	109105
EXPENDITURE					
Salaries	1	93383	89997	3386	80262
Instruments & Equipment		222	222		437
Hall Rental		292	175	117	373
Travel		762	762		136
Printing & Stationery		0			8
Administration		10		10	1503
Postage		0			0
Insurance		1085	1085		1015
PR/Publicity/Website		2329	2329		1342
Training/Supervision		1850	1850		1414
Miscellaneous/Petty Cash		0			40
Payroll services		705	300	405	540
Bank charges		22		22	22
Total Expenditure		100660	96720	3940	87092
Surplus/(Deficit) for the year		6977	7650	(673)	22013
Balance B/Fwd @ 01/04/2024		104123	77915	26208	82110
Transfer between reserves			(6,342)	6342	
Closing Funds @ 31/03/2025		111100	79223	31877	104123

**The Ealing Music Therapy Project
Balance Sheet
As at 31 March 2025**

	Notes	£	<u>2025</u> £	<u>2024</u> £
Assets:				
Bank Balance @ 31/03				
Triodos Social Venture Current Account			2205	1425
Triodos Business and Charity Deposit Account			108895	102698
Net Assets			<u>111099.5</u>	<u>104123</u>
Financed by:				
Private Fund Account:				
Reserves B/Fwd @ 1 April 2024			104123	82110
Surplus/(Deficit) for the year			6977	22013
Restricted Reserves	2	79223		77915
Unrestricted Reserves	2	31877		26208
Reserves C/Fwd @ 31 March 2025			<u>111100</u>	<u>104123</u>



Santosh Bhanot - Chair

19/7/25

Date:.....



Colin Lenton-Smith- Treasurer

19/7/25

Date:.....

**The Ealing Music Therapy Project
Notes to the Accounts
for the year ended 31 March 2025**

Salaries Allocation	Notes	2025		2024	
		£	£	£	£
	1				
Music Therapists, Music Therapy Assistant, and Operations Manager		72,589		62,118	
PAYE and National Insurance		17,344		14,837	
Nest payment		3,450		3,307	
			<u>93,383</u>		<u>80,262</u>
Reserves	2	£	£	£	£
Restricted reserves contingency B/Fwd		77,915		74,447	
Current Year Surplus/(Deficit)		7,650		16,094	
Transfer		(6,342)		(12,626)	
			<u>79,223</u>		<u>77,915</u>
Unrestricted - reserves contingency b/fwd		26,208		7,663	
Current Year Surplus / (Deficit)		(673)		5,919	
Transfer		6,342		12,626	
			<u>31,877</u>		<u>26,208</u>
Total Reserves C/Fwd			<u>111,100</u>		<u>104,123</u>
Grants received	3				
Pathway Housing Association		10,000		1,000	
John Lyons Charity		20,000		20,000	
Co-op Community Fund		500		4,022	
			<u>30,500</u>		<u>25,022</u>

**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2025**

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 2025, and of its surplus for the year ended on that date.



Bhanot & Co.
Independent examiner
Chartered Accountants

Date: 19/7/25

**The Ealing Music Therapy Project
Independent Examiner's Report
Accounts for year to 31 March 2025**

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Bhanot & Co.
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Date: 19/7/25