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**Music Therapy at Greenvale School**

**Contract Review 2019/20**

**Introduction**

Music therapy is delivered at Greenvale School by Anthony Voelcker, Specialist Music Therapist at Oxleas NHS Foundation Trust. Anthony works at Greenvale one day per week providing sessions on-site. Referrals to music therapy are made by the Assistant Heads of School. Students are then placed in either 1:1 or group therapy

**September to December 2019**

During the autumn term 2019, following on from a successful year in 2018-9 we ran our ‘transitions’ project again. This project has involved two therapists, Anthony Voelcker and Jimmy Lyons, working on-site together at Greenvale for 0.5 days a week in the autumn term with a view to working 0.5 day at Watergate after half-term in summer 2020.

This model presents opportunities to work in larger groups, to triage students requiring more focussed input, to support students transitioning from primary to secondary education, and to offer experiential learning for classroom staff.

In total

**17**

Greenvale students attended music therapy September to December 2019

**Delivery of class groups:**

Two classes were identified for music therapy class groups:

Ash (8 students)

Elm (8 students)

In total 15 students accessed these groups.\*

\*1 student was absent from the group for the duration of the term

Each class received a block of 13 weekly sessions.

Sessions took place in classrooms, and followed a regular format each week (including the use of pre-composed songs and musical activities with a ‘Hello’ and ‘Goodbye Song’). There were opportunities for the students to explore a variety of instruments and musical styles, supported by the therapists and classroom staff. The therapists used activities to help promote turn-taking, listening, and focussing attention on musical qualities such as speed and volume.

The groups focussed on active participation in music-making, through and including:

*- Listening - Awareness of each other*

*- Sharing / taking-turns - Attention*

*- Playing instruments - Vocalising*

*- Facial and body responses*

Staff feedback showed that the groups had a positive impact on supporting the transition

Ash

* These sessions have been very helpful in helping the class to self-regulate and settle down faster.
* Ash class are now sitting and concentrating for a longer period of time
* R (student) in particular has engaged in these sessions focusing and willingly participating

ELM

* Students were highly engaged for the entire session
* Students of higher and lower ability both benefit
* Students concentration and focus in music therapy is excellent
* (music therapy) has definitely aided the transition and helped to crate a class identity

**Outcomes: What are the benefits of a cross-school class group model?**

* Year 7 students transitioning to Greenvale were offered additional support; many of these students had already established relationships with the therapists at Watergate. This familiarity greatly helps to ease the transition to a new environment, which in turn can help class group cohesion.
* The Music Therapists are able to learn from each other and develop their practice;
* Greenvale staff were able to take part in the sessions and gain a greater understanding of our work;
* The class groups generated an additional referral pathway to Music Therapy, with therapists being able to triage during sessions and feed back recommendations to SLT for referral.

**Delivery of individual music therapy:**

Eight students were referred for individual music therapy this year with each student accessing music therapy for a term. In individual music therapy, during the assessment period, the therapist works with the child, the teaching staff and the family to plan and set out aims for the therapy in a care plan based on the specific needs of the individual.

Here are some quotes relating to individual work in music therapy this year:

Student: A

“A settled really well from the start. From the second week A would point up to the music symbol throughout the day in excited anticipation. He wants to stay in the session for a good length of time. He is now more able to communicate his choices and his confidence has grown in class. The sessions have helped him establish trust with adults and he is more relaxed and willing to take part in a variety of activities”, Class Teacher

Student: C Student: R

C is “more relaxed, confident and a C is “more relaxed, confident and able to relate to new people” since starting music therapy”, Class teacher

ble to relate to new people” since starting music therapy”

C is “more relaxed, confident and able to relate to new people” since starting music therapy”

CCCCCC

 “R has developed her focus and listening in class” Class support staff (paraphrased)

**Service Delivery Forecast January to July 2019-20**

In the spring term 2019-20 Anthony will be working with a total of 10 students on a weekly basis. He will be working with 4 individuals and, leading a class group with students from Holly class. Then in the summer term Anthony will be resuming the transition project, working 0.5 days at Watergate again with Jimmy Lyons to support children who will be transitioning into year 7 at Greenvale and working 0.5 days with Greenvale referrals.

**Conclusion**

Oxleas have continued to provide music therapy at Greenvale School, consolidating on the successful delivery of the transition model in the previous academic year and continuing to provide a music therapy service that focuses on accessibility. Our class group model has provided an additional referral route into music therapy which has complemented the referrals which arrive through the more established channels. Over the past year, Anthony carried out music therapy with a broad range of students at Greenvale, both in the context of individual and group work, providing a flexible needs-led service, to provide the optimum support for the young people who attend this school.

As a service we look forward to continuing our provision at Greenvale and to further developing models of practice in line with the school’s priorities. He will continue to work closely with staff and parents to ensure the highest quality of care is delivered.

**Anthony Voelcker**

**Music Therapist at Greenvale School**

**Oxleas NHS Foundation Trust**