

1118456

# A R T S P A C E

*Providing school-based creative therapy input, counselling & psychological support services*

ANNUAL REPORT and FINANCIAL STATEMENTS

for the YEAR ENDED 31<sup>st</sup> MARCH 2020

Art Space

## Contents

### Page

1 Charity Information

2-12 Trustees' Report

13 Independent Examiners' Report

14 Statement of Financial Activities

15 Balance Sheet

16-19 Notes to the Accounts

## **ArtSpace**

### **Charity Information: Reference and Administrative Details**

<b>Registered Charity No:</b>	1118456
<b>Governing Document:</b>	Constitution dated 15 November 2005 as amended on 30 November 2006
<b>Correspondence Details:</b>	Lyn French, Senior Practitioner ARTSPACE Artspace Office Shacklewell Primary School Shacklewell Row London E8 2EA E: <a href="mailto:info@aspaceinhackney.org">info@aspaceinhackney.org</a>
<b>Trustees:</b>	Nicola Baboneau, Chair Prue Barnes, Secretary Darra McFadyen, Treasurer Stefania Putz-Williams Anna Fodorova
<b>Independent Examiner:</b>	Peter Saltiel Church & Charity Accounts Service Planchadeau 23460 Saint-Pierre-Bellevue France  <i>Formerly , 69 Portland Place Greenhithe, Kent DA9 9FE</i>
<b>Bankers:</b>	Lloyds TSB Bank plc Islington Branch PO Box 1000 London BX1 1LT

# ARTSPACE

*Providing school-based creative therapy input, counselling & psychological support services*

ANNUAL REPORT 1ST April 2019 to 31ST March 2020

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The ARTSPACE Trustees are pleased to submit their annual report together with the accounts for the financial year 1st April 2019 to 31st March 2020.

## **OBJECTIVES**

The principal objective of ARTSPACE is to improve the emotional and psychological well being of children, young people and families. To achieve this, our primary aim is to provide non-stigmatising, easily accessible psychological therapies and creative support services to children, young people, parents/carers and families on the school site. To support this objective, we also aim to improve emotional literacy across the whole school community.

## **KEY PRINCIPLES UNDERPINNING OUR OBJECTIVES**

ARTSPACE believes that empowering children, young people and families in all areas of their lives best equips them to develop their full potential. ARTSPACE works to achieve this by:

- Learning from direct consultation with children and young people what their needs are and how they can best be met
- Employing different approaches to working with children which incorporate best therapeutic practices, building on their strengths, improving emotional competencies, strengthening emotional resilience and supporting the development of healthy attachments
- Harnessing the arts and creative therapies as a vehicle for self-exploration and for making sense of, and learning from, life experiences
- De-stigmatising therapeutic input by emphasising the need for all adults and children to develop and build reflective thinking, self-understanding, healthy relationships and a solution-focused approach to life's complex challenges
- Easing transitions including the transitions between phases in child development and the transition from the primary school to secondary school
- Working with parents/carers and families in both targeted and informal ways so that they can better support their children
- Supporting school staff so that they can better meet the needs of their pupils
- Using the skills and expertise of a team of established professional practitioners who have been trained at MA or PhD level and emerging therapists on volunteer placements who are building their experience prior to gaining full State Registration to deliver high quality services within a cost effective structure
- Working within the framework of local and national government objectives and within the frameworks promoted by the BACP, HPC, UKCP, BAAT and BAPT to ensure that practice with children, young people and families is ethical and appropriately supervised

- Giving emphasis to diversity issues and working creatively with them within a multi-cultural context
- Establishing, sustaining and building new mutually beneficial partnerships with internal and external partners
- Building self-assessment, collaborative leadership and on-going evaluation into all aspects of service design and delivery
- Disseminating good practice through the delivery of training programmes, CPD Events, professional seminars, consultancy and co-publishing books and creative resources for use in schools, in therapeutic settings and in the community

## ACTIVITIES

The continuing success of the ARTSPACE service reflects the commitment of all those who contribute to it including the qualified therapists, the volunteers gaining work experience and the school staff who collaborate with the ARTSPACE team to ensure that high quality therapeutic support is delivered to the children and families who most need it. The Trustees would like to express their thanks to, and appreciation of, all the therapists and volunteer therapists working on the team this year and to the children, families and schools ARTSPACE engaged with.

### 1) Delivering In-School Psychological Therapy services

ARTSPACE therapists provide children, young people and their families with ethical and effective psychological therapies and related services designed to promote emotional well-being and improve mental health. Again this year, we met our target and worked with well over 350 children who benefited from ARTSPACE programmes running under the name **ARTSPACE for SUPPORT**.

Our therapy input in schools includes:

- short + long term individual therapy sessions for those most in need
- an assessment service and check in appointments for pupils on the waiting list for **ARTSPACE for Support** sessions
- 6<sup>th</sup> Form provision
- transition support sessions for Year 6 and Year 7 pupils
- family therapy input
- parent/carer support sessions

We also offer a programme for school staff including:

- consultations on school-based/ classroom issues
- support for trainee teachers
- counselling for school staff

All ARTSPACE therapists are trained at post-graduate level as psychotherapists (MA, MSc or PhD) and are state registered with HCPC, UKCP or BACP. Volunteer / trainee therapists work under the guidance and supervision of a senior therapist.

We use a **Good Practice Framework for Beginning Therapy** to gather important background information and scaling questionnaires based on existing pre-and post-therapy assessment tools (e.g. the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) and CORE forms). Main areas of difficulty are identified and a therapeutic focus is formulated.

A **Good Practice Framework for Monitoring Therapeutic Progress** enables psychological and emotional development in different areas to be assessed. The decision to end therapy sessions is jointly taken with pupils and school staff. Our frameworks were developed in response to our most recent four year study researching good practice protocols in partnership with the Centre for Psychoanalytic Studies at the University of Essex.

A key element of the success of ARTSPACE is the local network that the team has been able to build and maintain across schools and local statutory and voluntary providers. Good communication and open dialogue between ARTSPACE therapists and teachers, CAMHS practitioners, educational psychologists and the school-based support staff means that ARTSPACE remains accessible, relevant and valued by children, young people, families and professionals. Our commitment to research and our link with universities ensures that we are up to date with any new developments in the field.

## 2) Training emerging therapists and providing CPD

ARTSPACE provides work experience for trainee therapists from post-graduate MA, MSc and PhD courses and for qualified therapists on voluntary contracts who are building their clinical hours for state registration. Our two books, co-edited by ARTSPACE therapists entitled **Therapeutic Practice in Schools Volume 1: Working with the Child Within** (Routledge 2012) and **Therapeutic Practice in Schools Volume 2: The Contemporary Adolescent** (Routledge 2014) guide our training as well as being set texts on many of the state-registered University courses offering psychotherapy degrees. Both books include chapters written by ARTSPACE therapists alongside experts from the field who have extensive experience in child and adolescent psychotherapy. Training for emerging and recently graduated psychotherapists is provided via in-house seminars, professional development days, individual supervision and work discussion groups.

A past four year research project which we undertook in partnership with the Centre for Psychoanalytic Studies at the University of Essex (funded by the Glass-House Trust (a Sainsbury Family Charitable Trust)) focused on the challenges and opportunities presented by providing therapy in schools. This study was written up as a PhD thesis which continues to provide a valuable teaching aid for our CPD programme as it gathers together existing research in an extensive literature review as well as highlighting in detail the challenges and opportunities inherent in providing therapy in the school setting.

## 3) Emotional Learning Programmes

ARTSPACE therapists deliver group and individual sessions to children and young people to improve emotional learning and to explore themes which are psychologically resonant. This programme includes partnership projects with the Institute of International Arts (iniva) which use contemporary art as a way into learning about themes such as those relating to identity, relationships, difference and sense of self.

This year, Iniva invited art therapists from ARTSPACE to contribute to their **Art Studio** series which focuses on exploring life values, including why we have them, what informs them and what they look like in action. These workshops pair artists with therapists and are delivered in the school setting for whole classes or for selected pupils.

ARTSPACE also delivers **Stepping up to Learning**, a project for year 5 pupils addressing school anxieties and the challenges presented by taking on new learning. Our **Successful Transitions** project continues to feature as an important component of the ARTSPACE service supporting Year 6 and Year 7 pupils through the primary/secondary transition.

Regular workshops for teachers and therapists on different approaches to using the cards are led by therapists from the 'A Space for Support' team and are held in a range of venues.

## 4) Emotional Learning Resources

It is now widely recognised that well-being in every domain of life depends on developing an understanding of our emotional world, gaining insight into our relationship patterns and strengthening our resilience. ARTSPACE has been working in collaboration with the Institute of International Visual Arts (Iniva) since the early 2000s running workshops and seminars as well as co-publishing resources designed to foster this kind of emotional and psychological development.

Bringing together extensive experience in both the arts and therapies, Iniva and A Space are uniquely positioned to support psychological and personal development. Our boxed sets of cards occupy a leading position in the growing fields of emotional learning and psychological therapies, both increasingly advocated by educators and mainstream audiences. Each of the cards includes an image on the front by a culturally diverse artist along with commentary and discussion prompts on the reverse.



Over the course of the past year, we have developed the text for two sets of boxed prompt cards to be used with the emotional learning cards. The cards in **Reflecting on Feelings** (Set 1) and **Moving on** - exploring beginnings and endings (Set 2). These cards cover a wide range of thoughts and emotions which have been selected to help build a more extensive vocabulary.

These cards can be used with all ages in individual or group sessions either by matching them with images from our emotional learning cards or on their own. The questions posed on the reverse of each card allow for general reflection. Therapists will be able to use the cards as a starting point, leading into deeper exploration if the client is ready for this. Teachers, support staff or group facilitators can choose to keep the discussion general or invite personal sharing depending on the context. The design for the box is illustrated below:



We are also preparing a series of four transition support leaflets: **Moving on from Primary School**, **Settling into Secondary School**, **Leaving Secondary School** and **Preparing for Life after Sixth Form**. An example of what these cards will look like is included below:

#### Leaflet cover design:



## Inside Pages:

### Mixed feelings

It's normal to have a range of reactions to finishing primary school. Which of the following feelings and thoughts about reaching the end of Year 6 stand out most for you?

#### Sadness about

- ...leaving favourite teachers behind
- ...moving to a different school than your friends
- ...leaving younger friends behind
- ...leaving the playground and classrooms forever
- ...saying goodbye to childhood years forever

#### Anger about

- ...having to move on
- ...not feeling quite ready to change schools
- ...being separated from a particular teacher or school staff member
- ...leaving childhood experiences behind

#### Disappointment about

- ...having to leave without having made the best of primary school
- ...not having done as well or as much as I would have liked
- ...the experience of primary school in general - it wasn't quite what I'd expected it would be

#### Feeling pleased and proud about

- ...having reached the end of my primary school education
- ...having made the most of my time here
- ...having done the best I could most of the time
- ...having some good memories along with memories of the challenges and the times when things didn't go too well

#### Complete the sentences

Picturing my last days at primary school...

...I see myself...

...with my Year 6 classmates feeling very tearful at our Leavers' Assembly

...as a proud Year 6 pupil, having successfully finished my primary school education

...being admired and looked up to by the younger pupils

...as someone who is ready to move on and has the confidence and the ability to make the most of my next phase of life

### Big and little endings happen throughout life ...

This leaflet supports Year 6 pupils in thinking about an important ending - leaving primary school - and the range of feelings it brings up for everyone.

Teachers who are working with Year 6 pupils and parents / carers supporting their child through the transfer may find it helpful too.

### Managing change

Changes are part of everyone's life. It's helpful to understand how we react to change and to make sense of changes we've been through already. Some common changes are listed below. Which apply to your family?

- ...grandparents or other relatives can move in with the family or move away
- ...someone in the family might become seriously ill or die
- ...parents may separate and one might move out
- ...a new step parent could move in (possibly with their own children so that you have step brothers or step sisters living with you)
- ...a new baby could be born
- ...you may have moved away from birth parents into another home
- ...your family may have moved here from another country, city or part of London

...you may have moved schools before

**Perhaps your family has had other changes to deal with - what are they?**

Whatever changes you have been through at home, remember, there is no one way to be a family. All families are different. What is most important is how well we get on and whether we can get through the rough patches together. Although everyone's life brings ups and downs, generally we do manage. School staff know that all pupils value support at one time or another. Sharing our feelings and experiences helps us to enjoy the good times and to be less afraid of our more difficult feelings and challenges.

Text by French & Son Ltd, A Space - Series Editor Nicola Kline - Specialist Consultant Professor Barbara Kary, Executive Head Teacher & Educational Consultant, Openness Federation of Schools - Design: Sarah Price, Shoreditch.com

#### About us

A Space for creative learning & support was established in 1997 by the Glass House Trust (a Sandbury Family Charitable Trust) in partnership with The Social Science Research Unit (University of London) and the Hackney Education Authority (now the Hackney Learning Trust). We provide therapy services to schools as well as engaging in research, delivering CPD and writing books. We also co-publish resources with Tivoli (Institute of International Visual Arts). You can view our sets of emotional learning cards on [www.itsk.org](http://www.itsk.org).



## ACHIEVEMENTS and PERFORMANCE

The ARTSPACE team is committed to providing services that are easily accessible, relevant and effective and continue to be valued by all those who use them. To achieve this, ARTSPACE sets aims for its service which are evaluated at the end of each year. Over the course of the last year, the following aims were met in the ways outlined below.

**Providing children, young people and their families with ethical and effective psychological therapies services and arts workshops that promote emotional learning**

Many children and young people in the London Borough of Hackney have complex issues that arise from adverse life circumstances including:



- Significant bereavement and loss
- Higher than average numbers of parents/carers with mental health issues
- Serious illness/ death in the family
- Family discord (including domestic violence) and traumatic family break-up

Again this year, we met our target and worked with well over 350 children who benefited from ARTSPACE programmes running under the name **A SPACE for SUPPORT**. Up to Friday 20th March, this included individual therapy sessions for those most in need, small group and whole class interventions, a consultancy service providing one to four sessions for self-nominating pupils as well as those identified by the school as requiring an informal assessment and therapy-informed workshops for small groups and whole classes.

### **Achievements this year: Delivering therapy services during the national lockdown**

As a measure intended to contain the spread of COVID-19, schools closed on from Monday 23rd March. This was followed by the announcement of a national lockdown. In response to this change in context, the ARTSPACE team set up a telephone and video call support service for pupils, parents/carers and staff.

The A Space Director, A Space lead therapists and key senior teachers worked closely together to gain parental consent for children and young people to be contacted by telephone and to set in place the necessary safeguarding protocols. The first telephone service began on Wednesday 25th March with all services up and running by the end of the Spring Term.

These services have proved to be one valued by pupils, parents/carers and school staff. Numbers worked with have increased slightly as A Space therapists have taken on additional referrals. The swift response to the lockdown and the success of the telephone/video call service reflects the solid partnerships A Space therapists have with their schools and the mutual trust that has been established in over 20 years of working in the borough.

### **Ensuring that all services are easily accessible by offering them on the school site**

**Over this year, A Space for Support was delivered in the following secondary schools:** Bishop Challoner, Cardinal Pole, City Academy, Haggerston, Mossbourne Community Academy, Mossbourne Victoria Park, Petchey Academy, Shoreditch Park Academy, Stormont House, Stoke Newington Secondary School, London Academy of Excellence Newham and London Academy of Excellence Tottenham.

**Services were also provided in primary schools, as follows:** Mossbourne Parkside, Mossbourne Riverside, St Dominic's, St John of Jerusalem, St Matthias, St Scholasticas, Tyssen and Gainsborough. All schools allocated a dedicated room to A Space for Support therapists and supported the service through providing referrals and attending joint feedback meetings

### **Providing schools with a low-cost team of recently qualified therapists and volunteer practitioners**

ARTSPACE is able to offer schools a highly subsidised service as we do not carry overhead costs. Our core partner, **The Hackney Learning Trust** (the London Borough of Hackney's Department of Education), ensures that schools provide ARTSPACE with office facilities, meeting rooms, storage, postal and telephone services free of charge. This arrangement will continue over the next academic year.

Over the course of this year, partnerships with universities providing the highest standard state registered, post-graduate trainings in arts therapies, counselling and psychotherapy were successfully maintained and managed. ARTSPACE was able to recruit trainees and recently graduated therapists on MA or MSc degree courses for placements. All schools were able to cover the sessional fees paid to recently qualified therapists on the ARTSPACE team so that

they could have a qualified therapist based in the school alongside volunteers. Training, supervision, line management and service coordination are covered by funds raised by ARTSPACE.

### **Ensuring that the ARTSPACE team works within a quality assurance framework**

All qualified therapists and volunteers on the ARTSPACE team are required to work within the Professional Code of Conduct and Ethical Guidelines set out by the national regulatory bodies (BACP, UKCP and HCPC). This is monitored through weekly supervision provided by ARTSPACE. Weekly work discussion groups were also delivered on themes relating to recent research on effective practices, developments within the field of work with children and adolescents and how best to meet the needs of pupils in Hackney schools.

Training days were held regularly throughout the year covering clinical aspects of therapeutic work and on-going monitoring and evaluations processes which support the development of evidence based practice and keep our therapists up to date on research in the field.

Senior ARTSPACE therapists delivered seminars and CPD Days for post-graduate trainees from all creative therapy disciplines at University of Hertfordshire, University of Surrey (Roehampton Institute) and University of London (Birkbeck College).

**Achievements from this year's CPD programme** included running Series 3 of our workshops and presentations entitled **Reflecting on Identity**. A range of invited presenters spoke about working with difference in the consulting room (e.g. understanding and working with sexual orientation and gender identity; exploring and challenging gender roles across cultures; social identities and what shapes them; the impact of class identification in creating a sense of self etc.)

### **Ensuring that service provision for children and families is joined up and limited therapeutic resources are used most effectively**

To achieve this goal, over the past year, the A Space for Support team worked closely with key staff across schools and Hackney's Children's Services including teachers, SENCo's, mental health practitioners, educational psychologists, social workers and CAMHS professionals (Child and Adolescent Mental Health).

Regular liaison continues to ensure that service provision is joined up and limited therapeutic resources are used most effectively. The A Space for Support team is valued in Hackney both for the high quality services provided and for forming a bridge to statutory services for families who otherwise might not be reached.

**Achievements this year** included continuing with our engagement with The CAMHS Alliance / Wellbeing and Mental Health in Schools project (WAMHS) which is running across targeted schools in Hackney to raise staff's awareness of mental health, what teachers can do to support young people's well being and how best to use limited mental health resources.

### **Monitoring and evaluating the service**

ARTSPACE uses a range of monitoring and evaluation tools including a Pre-and Post Therapy Profiling Form, holding pre and post-therapy meetings with teachers and parents/carers and writing detailed client logs which capture goals and outcomes.

Our most recent research conducted over a four year period in partnership with the Centre for Psychoanalytic Studies at the University of Essex informed our monitoring and evaluation processes and shaped our frameworks and protocols used across our therapy services.

### **Raising awareness of the efficacy of psychotherapy, arts therapies and counselling**

A core ARTSPACE objective remains advancing the education of school staff, multi-agency professionals and the public in the part psychological therapies can play in improving mental health and wellbeing. In particular, ARTSPACE aims to reach out to those whose development and participation in society is impaired by emotional, mental and/or social disadvantage. De-stigmatising therapy and normalising seeking help is key.

To meet this aim, the ARTSPACE team continues to offer a service to school staff including one-off or on-going consultations, work discussion groups and Inset training sessions to raise their awareness of the value of therapeutic input and to help them to think about their pupils' difficulties from a more psychologically informed perspective.

### **Providing a programme of artist and arts therapist-led workshops to develop emotional, cultural and social understanding**

ARTSPACE offered a focused programme of workshops over the course of the last year using the arts to creatively explore themes of most relevance to the personal, social and emotional development of children and young people.

**Achievements this year** included delivering Art Lab workshops for primary school pupils on themes relating to core life values. ARTSPACE partnered Iniva (the Institute of International Visual Arts) on this programme.

## **STRUCTURE, GOVERNANCE AND MANAGEMENT**

### **Context**

ARTSPACE was established as an independent charity in 2005. It was set up to build on the research and development project entitled 'A Space for creative learning and support' which was launched in 1997 by the Glass-House Trust, (a Sainsbury Family Charitable Trust) in partnership with Hackney Education (now the Hackney Learning Trust (HLT)) and The Social Science Research Unit at the Institute of Education, University of London.

'A Space for creative learning and support' (A Space) researched and developed models for the delivery of a range of extended school services including therapy input and psycho-educational artist-led projects. These programmes were delivered as pilots in and out of school hours. Hackney was chosen as the host borough due to the high level of social and economic disadvantage in the community. The work of A Space informed the government's development of extended school services locally and nationally (1997-2005).

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disadvantage in the community. The work of A Space informed the government's development of extended school services locally and nationally (1997-2005).

ARTSPACE builds on the pilot services originally developed by A Space. These services, and adapted models, continue to be run in schools under the name 'A Space for Support'. This provision includes art therapy, drama therapy, counselling, psychotherapy and targeted family /parent work as well as special projects designed to promote emotional learning. The charity's name reflects the creativity which ARTSPACE believes is central to personal growth as well as highlighting the ways in which engagement in the arts can help us make sense of life.

ARTSPACE benefits from the provision of free offices and meeting rooms in Hackney schools. This is provided as sponsorship in kind reflecting the partnership between A Space and The Hackney Learning Trust. For more information, visit [www.aspaceinhackney.org](http://www.aspaceinhackney.org).

## **Overall Management**

A Space, our founding organisation, continues to operate as a partnership project overseen by a Steering Group representing the three core partners: the Glass-House Trust (a Sainsbury Family Charitable Trust), The Hackney Learning Trust (Hackney's Local Education Authority) and The Social Science Research Unit. Its aims are to promote the development and dissemination of good practice models and to provide consultancy, supervision and training to local organisations and to universities providing arts therapy, counselling and psychotherapy services or courses. A Space guides the development of ARTSPACE, consulting to its team and contributing to supervision and training. The senior consultant A Space psychotherapist overseeing the ARTSPACE provision is responsible to the Assistant Director of Children's Services at the Hackney Learning Trust and to the ARTSPACE Steering Group.

The ARTSPACE Charity Trustees are responsible for the overall management and control of the Charity. All trustees give of their time freely and no remuneration or expenses were paid over the course of this year.

ARTSPACE aims to sustain longer term relationships with its Trustees who can provide depth of knowledge and understanding. The Trustees currently serving ARTSPACE represent the fields of primary, secondary and post-secondary education; child, adolescent and adult psychotherapy; and educational leadership. Their combined expertise covers higher level understanding of:

- the complex circumstances faced by many children and families coping with a range of social and economic disadvantage and how best to support them
- the challenges and opportunities presented by providing mental health services in educational settings
- local and national government agendas guiding pupil wellbeing (e.g. the government's Green Paper on Transforming Children + Young People's Mental Health Provision, subsequent papers on how the government intends to achieve the aims outlined in this paper and Hackney's own response to it including local initiatives relating to wellbeing and mental health in schools)
- the range of issues facing teachers and leadership teams working in inner city schools and ways in which staff can be supported
- the range of management and organisational issues that can come up in schools
- the ways in which creative therapies and the arts can be harnessed to make support services less intimidating or stigmatising
- the longer term benefits of providing projects promoting emotional learning through the arts

## **General Risk Management**

The Charity Trustees are responsible for the overseeing of the risks faced by ARTSPACE. A formal review of the charity's risk management processes is undertaken at an annual meeting reviewing the Charity's aims, achievements, finances and risks. The main risks that have been identified and the plans to manage those risks are as follows:

**Reputation/ Brand Management:** The success of ARTSPACE is built on its reputation for excellence in delivering psychological therapies to meet the Tier 1 and Tier 2 emotional well-being and mental health needs of pupils and of supporting school staff with their pastoral care duties. We manage this risk through safeguarding policies, policies pertaining to selecting psychotherapists and volunteer trainees for work on our team.

**Finances:** Our ability to continue is reliant on schools paying an annual fee for the services provided by ARTSPACE, any annual funds we may be granted and the ability to pay invoices as they fall due. This risk is managed by having a reputation for excellence in delivering psychotherapy services ensuring that ARTSPACE remains the preferred service provider, an active cash-flow management overseen by an accountant appointed by ARTSPACE and the annual auditing of our accountants by an external accountant.

### **Development Plans**

Plans for 2020-2021 focus on continuing to provide the following services and carry out the related development work:

- Recruiting volunteers to work on the A Space for Support team and setting up recently qualified therapists and experienced practitioners to work in Hackney schools
- Delivering a therapeutic service to schools that meets local and national agendas including improving access to psychological therapies and core aims of Hackney's Children's Services
- Providing supervision and training to volunteer therapists and qualified therapists working on the A Space for Support team complying with the **BACP**, **UKCP** and **HCPC** recognised standards for the delivery of education and training
- Monitoring and evaluating the service
- Working in partnership with **Iniva** (Institute of International Visual Arts) to deliver artist and art therapist-led workshops supporting emotional learning to Hackney schools and creating related resources for use by teachers and therapists working in schools.
- Working in partnership with local providers to ensure a referral pathway for children and families
- Working in partnership with local providers to ensure that ARTSPACE children and young people are made aware of term break and summer programmes where relevant
- Delivering a series of workshop programmes, teacher/ therapist training days and CPD events based around our co-published sets of emotional learning cards and related resources co-developed by ARTSPACE and Iniva

### **Publishing Plans:**

Over the financial year 2020-21, ARTSPACE will be undertaking a series of publishing projects as outlined below:

- Finalising the design and printing of a series of leaflets for schools, children and families on key themes relating to understanding mental health issues + how to support children and adolescents through key developmental stages
- Developing new resources for therapists and printing them
- Developing new website (working title [www.aspace4therapyresources.com](http://www.aspace4therapyresources.com)) to disseminate a range of downloadable resources, therapy aids and CPD related material developed by ARTSPACE for therapists and handouts for staff + parents/carers

### **Finance Report**

All funds raised by ARTSPACE are detailed in the accounts at the end of this report. The accounts provide a summary of financial activity over the last year.

Income for 2019-20 was £382,805 (2018-19 £492,295). Expenditure for 2019-20 was £422,443 (2018-19 £401,807). The balance sheet total for 2019-20 was £242,771 (2018-19 £282,409).

Funds are used to achieve the objectives summarised above, developing ARTSPACE for the benefit of the community it serves. Funds raised do not profit ARTSPACE Trustees who form the organisation's management committee. No portion is paid or transferred directly or indirectly by way of dividend, bonus or otherwise by way of profit to the charity's Trustees.

### **Reserves Policy and Risk Management**

The ARTSPACE Trustees are mindful of the need to retain sufficient reserves to enable the charity to continue to operate in the event of a major source of funding being lost or if unplanned expenditure should arise. ARTSPACE has a Financial Policy which stipulates that sufficient funds are held in reserve to cover a minimum of 10 months' service delivery (= one academic year) should schools cease to be in a position to pay for existing therapeutic provision and/or the Glass-house Trust (a Sainsbury Family Charitable Trust) ceases to offer an annual grant. This reflects the fact that ARTSPACE offers therapeutic input to vulnerable children and adolescents with complex needs. Research emphasises that it is detrimental if such services are brought to an end at short notice. Hence there is a need for sufficient reserves to be retained to ensure that if part or all of the ARTSPACE provision is terminated either due to loss of funds or changes in government priorities for schools, a managed exit can be achieved.

In the Trustees' opinion, funds committed by schools and guaranteed funds for 2020-21 will ensure that the ARTSPACE operational budget requirements will be met and a prudent reserve can continue to be maintained.

This Year End Report is to be signed on behalf of all trustees at the ARTSPACE Trustees' meeting dated 19th June 2020.

**Signed:** Nicola Baboneau, ARTSPACE Chair



Independent Examiner's Report to the Trustees / Members of  
Art Space ~ Registered Charity No. 1118456  
for the year ended 31<sup>st</sup> March 2020

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 31<sup>st</sup> March 2020.

**Responsibilities and basis of report**

As the charity's trustees, you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ("the Act").

I report in respect of my examination of the Trust's accounts carried out under section 145 of the 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

**Independent examiner's statement**

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination which gives me cause to believe that in, any material respect:

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a 'true and fair' view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

Peter Saltiel

Church & Charity Accounts Service Ltd  
Planchadeau  
23460 Saint-Pierre-Bellevue  
France  
*Formerly 69 Portland Place, Greenhithe, Kent, DA9 9FE*

Dated 23<sup>rd</sup> June 2020



## Art Space

### Statement of Financial Activities for the Year Ended 31st March 2020

	<u>Notes</u>	Unrestricted & Total Funds <u>2020</u> £	Unrestricted & Total Funds <u>2019</u> £
Income and endowments:			
Grants	3.1	35,000	36,000
Charitable activities	3.2	347,805	456,295
Total income and endowments		<u>382,805</u>	<u>492,295</u>
Expenditure on:			
Activities for Charitable Objectives	4.1	422,443	401,807
Total expenditure		<u>422,443</u>	<u>401,807</u>
Net Movement in Funds		(39,638)	90,488
Total Funds Brought Forward		282,409	191,921
Total Funds Carried Forward	7	<u>242,771</u>	<u>282,409</u>

All activities are regarded as continuing.

The above statement includes all recognised gains and losses during the year.

The Notes to the Accounts form part of these Financial Statements



## Art Space

### Balance Sheet as at 31st March 2020

			2020 £	2019 £
<b>CURRENT ASSETS</b>				
	Note			
Debtors	5	56,550		51,375
Bank Current Account		<u>186,721</u>		<u>231,484</u>
			243,271	282,859
<b>CURRENT LIABILITIES</b>				
Creditors	6	<u>500</u>		<u>450</u>
			500	450
<b>NET ASSETS</b>				
			<u>242,771</u>	<u>282,409</u>
<b>REPRESENTED BY:</b>				
Unrestricted Fund	7		242,771	282,409
			<u>242,771</u>	<u>282,409</u>

Signed on behalf of all the trustees on 19<sup>th</sup> June 2020

## **Art Space**

### **Notes to the Accounts**

#### **1 Basis of preparation**

##### **1.1 Basis of accounting**

These accounts (financial statements) have been prepared under the historic cost convention, with items recognised at cost or transaction value in accordance with:

- (a) The Charities Act 2011
- (b) Charities (Accounts and Reports) Regulations 2008
- (c) The Financial Reporting Standard applicable in the UK and the Republic of Ireland: FRS102
- (d) Accounting & Reporting by Charities: Statement of Recommended Practice (Charities SORP FRS102) (effective January 2015)

##### **1.2 Going concern**

At the time of approving the accounts the Trustees have a reasonable expectation that the charity has sufficient reserves and that the charity is a going concern.

##### **1.3 Change in basis of accounting**

The accounts present a true and fair view and no changes in the basis of accounting have been made during the year.

##### **1.4 Changes to previous accounts**

The accounts present a true and fair view and no changes in the basis of accounting have been made during the year.

#### **2 Accounting Policies**

Unrestricted funds are donations and other income received or generated for the objects of the charity without further specified purpose and are available as general funds. These are included in full when received.

Grants receivable and local authority fees are included in the accounts in full when received. Deferred income represents amounts received for future periods and is released to incoming resources in the period for which it has been received.

Restricted funds are to be used for the specific purposes as laid down by the donor. Expenditure which meets these criteria is identified to the fund.

Management and administration costs of the charity relate to the costs of running the charity and includes any costs which cannot be specifically identified to another expenditure.

## Art Space

### Notes to the Accounts (cont'd)

### 3 Analysis of income and endowments

	Unrestricted Fund £	Restricted & Fund £	Unrestricted & Total Funds 2020 £	Unrestricted & Total Funds 2019 £
3.1 Voluntary Income				
Grants:				
Glass House Trust (A Space transfer)	35,000	-	35,000	35,000
Gifts	-	-	-	1,000
	<u>35,000</u>	<u>-</u>	<u>35,000</u>	<u>36,000</u>
3.2 Charitable activities				
Schools Commissions:				
Bishop Challoner Secondary School	35,000	-	35,000	35,000
Cardinal Pole Catholic School	17,700	-	17,700	25,875
City Academy	29,050	-	29,050	57,500
City of London Academies - Shoreditch Pa	9,625	-	9,625	11,500
Clapton Girls Secondary School	-	-	-	11,500
De Beauvoir Primary School	-	-	-	8,625
Gainsborough Primary School	7,700	-	7,700	-
Haggerston Secondary School	28,750	-	28,750	28,750
London Academy of Excellence (Newham)	22,050	-	22,050	23,000
London Academy of Excellence (Tottenham)	15,350	-	15,350	11,500
Mossbourne Federation - Community Acad	24,025	-	24,025	36,037
Mossbourne Federation - Victoria Park Sc	17,250	-	17,250	26,475
Mossbourne Federation - Parkside Primary	17,375	-	17,375	17,275
Mossbourne Federation - Riverside Primar	5,750	-	5,750	5,138
Petchley Academy	28,750	-	28,750	43,365
St Dominic's Primary School	15,000	-	15,000	9,250
St John of Jerusalem Primary School	5,750	-	5,750	9,375
St Matthias Primary School	7,100	-	7,100	9,425
St Monica's Primary School	-	-	-	5,750
St Scholastica's Primary School	11,500	-	11,500	11,500
Stoke Newington Secondary School	24,600	-	24,600	36,180
Stormont House Special School	16,050	-	16,050	22,550
Tyssen Primary School	5,750	-	5,750	8,625
	<u>344,125</u>	<u>-</u>	<u>344,125</u>	<u>454,195</u>

## Art Space

### Notes to the Accounts (cont'd)

#### 3 Analysis of income and endowments (cont'd)

	Unrestricted Fund £	Restricted & Fund £	Unrestricted & Total Funds 2020 £	Unrestricted & Total Funds 2019 £
3.2 Charitable activities (cont'd)				
External Supervision/ Consultations				
Consultants	100	-	100	-
Family Action	840	-	840	1,080
Institute of International Visual Arts (Iniva)	350	-	350	-
Kings Fund	1,080	-	1,080	540
Newport Primary School	560	-	560	-
Off Centre	-	-	-	480
St John & St James CE Primary School	500	-	500	-
Stormont House Primary School	250	-	250	-
	<u>3,680</u>	<u>-</u>	<u>3,680</u>	<u>2,100</u>
Total charitable activities	<u>347,805</u>	<u>-</u>	<u>347,805</u>	<u>456,295</u>
Total income	<u>382,805</u>	<u>-</u>	<u>382,805</u>	<u>492,295</u>

#### 4 Analysis of resources expended

	Unrestricted & Total Funds 2020 £	Unrestricted & Total Funds 2019 £
4.1 Costs of activities for charitable objectives		
Sessional therapists	304,606	294,327
Supervision, Case/ Project Management, School/ Pupil Consultations (Senior Practitioners)	103,778	100,991
Activity materials	1,574	2,761
Design and printing	8,589	-
Support costs	3,532	3,314
Miscellaneous	364	414
	<u>422,443</u>	<u>401,807</u>
4.2 Support costs		
Bookkeeping	1,925	1,841
Insurance	1,107	1,023
Professional fees	-	-
Independent examination	500	450
	<u>3,532</u>	<u>3,314</u>
Total charitable activities	<u>422,443</u>	<u>401,807</u>

## Art Space

### Notes to the Accounts (cont'd)

#### 5 Debtors

	Unrestricted & Total Funds 2020 £	Unrestricted & Total Funds 2019 £
School commissions	56,550	51,375
	<u>56,550</u>	<u>51,375</u>

#### 6 Creditors

	Unrestricted & Total Funds 2020 £	Unrestricted & Total Funds 2019 £
Accruals	500	450
	<u>500</u>	<u>450</u>

#### 7 Fund Analysis

	1st April £	Income £	Expenditure £	31st March £
General Fund	282,409	382,805	422,443	242,771
	<u>282,409</u>	<u>382,805</u>	<u>422,443</u>	<u>242,771</u>

#### 8 Staff Costs

As there are no employees, no employee received more than £60,000.

#### 9 Trustees' Remuneration and Expenses

No remuneration or reimbursement of expenses was paid or payable for the year out of the funds to any trustee or any person or persons known to be connected with them.