
To: **Sport, Leisure and Culture Policy Board**

On: **15 January 2015**

Report by: **Director of Education and Leisure Services**

Heading: **Creative Therapies Project**

1. Summary

- 1.1. The Creative Therapies project is delivered through the Arts and Museums service and offers one to one support to young people with complex needs. The creative therapies worker works two days per week in upper Primary and Secondary schools. Sessions are available on a weekly basis and are run in the school that the young person attends. The sessions run for one period in the school day and are tailored to respond to the unique challenges of the young person.
 - 1.2. The Creative Therapies project was originally funded by the Big Lottery as part of a larger initiative to support vulnerable children and young people. This initiative was run by the Arts and Museums service and was called 'Step Up'. The initiative ran from August 2008 until June 2011.
 - 1.3. Following the success of the Creative Therapies project and the positive impact that it has had on children and young people, it is now a main stream project and is funded by Education and Leisure Services.
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2. Recommendations

- 2.1. It is recommended that the Sport, Leisure and Culture Policy Board note the contents of this report
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3. Background

- 3.1. Referrals to the creative therapies project are in two stages. Initial referrals are made by teaching staff and then filtered through the Children Support Services Officer from ELS. This process ensures that young people who will benefit the most from engaging with the programme are prioritised.

- 3.2. The sessions run for one period in the school day and aim to create a safe space for the young person to express their difficulties using art making. This process has proved an invaluable tool for young people who would struggle to tell their story directly. The Creative Therapy sessions promote increased self awareness; a space for a young person to explore and find their own solutions to difficulties and an outlet for difficult thoughts and feelings. Confidence and self esteem are often raised as a by product of participation.
- 3.3. Although the sessions are creative and use creative skills ability in art is not a prerequisite for participation as the young person is encouraged to use whatever materials they choose in their own way. The majority of the young people referred are struggling with the mainstream school curriculum and have very little success within the school environment. Sessions provide them with an opportunity to discover their own successes and also to look at those issues which may be blocking their development.
- 3.4. Through the development of the Creative Therapies project and the evaluation of the outcomes from the schools and the individuals who have participated, it has been indicated that longer sessions with pupils are more successful. This is often because the participants confidence and problem solving skills are given time to develop. The average time that a pupil can spend in sessions is seven months.
- 3.5. During the programme of sessions the young person will have a support team, including the creative therapies worker, school staff, social work and educational psychologists to discuss the progress the young person is making. The creative therapies workers contribution to these discussions allows them to gain a wider perspective on the issues the young person is facing, this then informs the individual sessions with the young person.
- 3.6. The average number of pupils the creative therapies worker engages with in one year is seventeen. Causes for referral to the sessions include school refusers and poor attendance, anxiety Issues, other mental health issues, parental death and sibling death. Each year a proportion of pupils who participate in the programme are looked after or accommodated.
- 3.7. The successes for the participants engaging in the programme are an increase in confidence, development in problem solving skills, improvement in communication and emotional resilience. The development of these skills through the sessions may help the participant experience a healthier transition into adulthood. A combination of the creative and therapeutic elements of the sessions can result in very positive outcomes for the participants. An example of this is when a young person, disengaged from the learning processes in the classroom due to personal circumstances, reengaged with school and also exhibited his creative work as part of a schools exhibition in Paisley Museum and Art Galleries in February 2014.

Implications of this report

1. Financial Implications

None

2. HR and Organisational Development Implications

Creation and recruitment of new posts.

3. Community Plan/Council Plan Implications

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| Children and Young People | - Children and Young people benefit from early intervention to help improve their life prospects. |
| Community Care, Health and Well-being | - A place becomes more attractive when it has a thriving cultural sector, and can provide high quality cultural experiences. |
| Safer and Stronger | - Our approach to efficient government results in improved services to, and best value for, our customers. |

4. Legal Implications

None.

5. Property/Assets Implications

None.

6. Information Technology Implications

None.

7. Equality and Human Rights Implications

The Recommendations contained within this report have been assessed in relation to their impact on equalities and human rights. No negative impacts on equality groups or potential for infringement of individuals' human rights have been identified arising from the recommendations contained in the report. If required following implementation, the actual impact of the recommendations and the mitigating actions will be reviewed and monitored, and the results of the assessment will be published on the Council's website.

8. Health and Safety Implications

None.

9. Procurement Implications

None.

10. Risk Implications

None.

11. Privacy Impact

None.

List of Background Papers

None.

Education and Leisure Services

MC/JL/JMcK/LG

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