

Learning visit report
Play, Adventure and Community Enrichment (PACE) 13343

1.1 Date of visit: 29/01/2020	1.2 Name of visiting staff: Jemma Grieve Combes	1.3 People met with: SK (Senior Centre Manager); former and current project coordinator
1.4 Programme Area & Outcomes: Making London More Inclusive <ul style="list-style-type: none"> Disabled people actively taking part in the arts or sport Disabled people reporting increased well-being as a result of taking part in the arts or sport 		
1.5 Purpose of the award: £96,500 (£31,400; £31,500; £33,600) towards the Artist in Training programme costs for session salaries and running costs specifically to benefit disabled children.		
Grant start date: 24/06/2017		Grant end date: 24/06/2020
Project progress and difference made		
<p>2.1 Project Outcome 1: Disabled children will experience a range of new arts activities, including arts which stimulate the senses which have added therapeutic benefits. Therapeutic benefits include meeting sensory needs facilitating relaxation and reducing stress, helping self-expression.</p> <p>2.2 Project Outcome 2: Disabled children will participate in a range of artistic mediums. Some activities will improve fine motor skills, others will improve gross motor skills, increase activity rates and boost physical health.</p> <p>Progress made: In year 2 the organisation successfully delivered 50 after school sessions and 10 Saturday sessions to 115 children. Projects included relevant topics such as the environment and (using recycled materials); exploring other cultures (Aboriginal artwork) as well of explorations of artists such as Picasso and Cezanne. A diversity of art forms are used drawing on different senses and experiences e.g. 2D and 3D; modelling with magnets; outdoor paint balloons; and still life drawing with relaxing background music.</p>		
<p>2.3 Project Outcome 3: Disabled children will improve communication and social skills with completed artwork and increased interaction.</p> <p>2.4 Project Outcome 4: Disabled children will have improved emotional health though reduced isolation and making new friends.</p> <p>Progress made: Staff have observed developments in communication and improved emotional health in children attending the sessions. For example, 1 child was referred by the school due to behavioural difficulties but concentrated fully during the project sessions; 1 girl commented with surprise 'I didn't know art could be so relaxing'; new friendships have been formed; and some children with speech delay grew in confidence to use verbal and non-verbal communication methods.</p>		
<p>2.5 Project Outcome 5: Disabled children will have increased experience of decision making</p> <p>Progress made: Children feedback after every project and are supported through regular meetings to chose what activities they would like to do.</p>		

Impact and learning: Funding Manager comments

PACE is a small charity in Camden offering play and childcare services for 2-18 year olds. The organisation is in the final year of a 3-year CBT grant for 'Artist in training': a programme of art activities ran in an integrative way but aiming to predominantly reach children with a range of disabilities. I visited on a weekday when a lively pre-school session was underway. I met with the former and current project manager and deputy centre manager in a room full of children's artwork.

- 1. Impact:** I was impressed with the quality and diversity of the artwork that the children had produced. The former project manager is an artist and it was clear that he had brought both his passion and knowledge of art to the children. The project puts an emphasis on completion so the children get an opportunity to finish and take pride in a piece of work. They showcase their work in an annual exhibition which also helps to promote the project in the local area. The organisation has good feedback processes in place with initial assessments of each child, surveys after every project and regular informal feedback from parents. The staff all know the children well and staff reflections are important. I do feel that the organisation could better communicate the overall impact of the project more strongly, for example, exploring ways to map each child's journey or adopting proportionate measures for some of the outcomes they want to achieve (e.g. around communication, emotional health etc).
- 2. Learning:** This was a new project for the organisation, and it has learnt along the way the best delivery approach. At first children were not getting a satisfactory level of artwork completion so the organisation changed its ratios now often working 1:1 or 1:2. This has been more effective giving children the right level of support and focus. They had planned to have a formal 'creative mentor' aspect to the project where former participants return as mentors. However, they have found the children prefer to come back as participants, though more informally some of the more confident children have begun to support others.

The organisation takes an integrative approach which allows it to include siblings, children on care plans and children with other needs as well as those with disabilities. However, in year 2, the proportion of disabled children was much lower than expected. This has changed as the project has developed. The organisation has found that referral pathways have become stronger, especially with school partners.

- 3. Knowledge:** the organisation reports the local area has a good range of provision for children in the week – particularly after school clubs – but there is a gap at the weekends.
- 4. Total assets:** nothing identified by the organisation but communicating our support offer would be helpful.