

Charity Registration Number: 1168098



GROOPS

DYSLEXIA AWARE COUNSELLING

A Charitable Incorporated Organisation

Report and Financial Statement

For the period 7th July 2016 to 31st December 2017

REFERENCE AND ADMINISTRATIVE DETAILS:

Charity Name: GroOops Dyslexia Aware Counselling

Old Name: GroOops

Working Name: GDAC

Charity No: 1168098 (Formerly 1124036)

Principal Address: PO Box 53287, London

Post Code: N3 9AD

TRUSTEES:

Miss A O'Shaughnessy

Ms B. Kruza

Miss H. Matthews

Mr C. Freeman

Mr E Riva

Ms R. Finegold

PATRONS:

Dr Lindsay Peer CBE

Dr Sylvia Moody (Deceased Feb 2017)

Zelda West-Meads

FOUNDER/DIRECTOR:

Mrs P. Aston

BANKERS:

NatWest Bank

1175 Finchley Road

London

NW11 0BQ

ACCOUNTANTS:

Target Accounting Services Ltd

23 Saxon Drive

London

W3 ONU

AIMS:

Addressing the emotional repercussions of dyslexia through counselling, coaching, groupwork, training and supervision.

VISION:

Dedicated to creating an emotionally healthy dyslexia aware world.

STRUCTURE GOVERNANCE AND MANAGEMENT:

GroOops Dyslexia Aware Counselling (GDAC) is a charitable incorporated foundation charity (CIO) having gained The Charity Commission's agreement to the dissolution of the unincorporated charity established in 2007 - GroOops (Reg. Charity No: 1124036) and the transfer of all assets of GroOops (Reg. Charity No: 1124036) to the new incorporated charity, GroOops Dyslexia Aware Counselling (GDAC)(Reg. Charity No: 1168098), in an order dated the 26th August 2016.

The Trustees met six times in the period:

26th September 2016

28th November 2016 - + AGM

20th February 2017

22nd May 2017

25th September 2017

5th December 2017

The appointment of Trustees is through an election at general meetings and a chair is chosen for each meeting. Management supervision meetings are held as appropriate between the appointed trustees and Founder/Director. Day to day administrative decisions concerning the running of the charity are dealt with in consultation with the Founder/Director and the Office Management Team (OMT), appointed Project Managers for events and a number of volunteers. Through the period GDAC has three well-known Patrons - Dr Lindsay Peer; Dr Sylvia Moody and Agony Aunt/Counsellor, Zelda West Meads. It is with great sadness we report on the death of Dr Moody in March of 2017. GDAC also benefits from a number of experienced consultants whose advice they can draw on as required. Clinical supervision is provided weekly to therapeutic volunteers; monthly to the Founder/Director and management supervision is provided by the appropriate trustee to the Founder/Director as necessary.

AREA OF OPERATION:

The GDAC base is in Finchley, London N3. We deliver face to face counselling, Skype counselling, trainings and workshops from this base and, by arrangement, throughout the UK, Europe and the USA. Our Founder/ Director delivers key-note speeches, tutorials and presentations, globally, by arrangement and writes on the emotional repercussions of dyslexia.

STAFFING:

Our staff throughout this period consisted of several placement personnel, three part-time Administrative support workers plus a number of professionals volunteering their time. Our Founder/Director is self-employed and advises and on an ad hoc basis in a variety of areas of expertise and delivery. Many of our personnel dedicate some or all of their time on a voluntary basis in order to support the growth and

development of the charity and to whom we are extremely grateful. Others are on self-employed/freelance contracts and none are employed directly by the charity. No one person is indispensable and all work together in a holistic approach to the benefit of the charity as a whole. All personnel are interviewed in depth, provide two references and have contracts outlining their duties. Enhanced DBS checks are conducted on all staff and volunteers at a minimum of 3 yearly intervals.

RISK MANAGEMENT:

GDAC Board of Trustees, along with the OMT is responsible for the management of the risks faced by GDAC. Risks are identified, assessed and controls established continuously throughout the year. A formal review of the charity's risk management processes is undertaken on an annual basis.

The charity uses the following controls for limitation of risks:

- Agendas for all meetings and Board activity.
- Comprehensive strategic planning, budgeting and management accounting.
- Established organisational structure and lines of reporting.
- Formal written policies.
- Clear authorisation and approval levels.
- Vetting procedures as required by law for the protection of the vulnerable.

It is also the responsibility of the Trustees to identify and mitigate against any major risks to which the delivery of the charity's objects are exposed:

4

Such risks include:

- Funding not forthcoming.
- Possible staffing issues.

If any of these risks were to continue over a period of time it would prevent the work from expanding but the charity could continue to function for the time being. The Trustees would review policies and reduce expenditure where appropriate. The Board of Trustees is satisfied that the major risks identified have been adequately diminished where necessary. However, it is recognised that systems can only provide reasonable and not absolute assurance that major risks have been adequately administered.

OBJECTIVES AND ACTIVITIES:

The Objects of the Charity are as stated in its constitution and how we have fulfilled them are as follows:-

1. To promote and protect the good health of children, young people and families experiencing difficulties in life-changing transitions such as divorce, domestic violence, aspects of loss, learning difficulties, school, college, family and work

issues, behavioural and relationship challenges by the creation and maintenance of a voluntary programme of facilitated, multi-cultural, social interaction psycho-therapeutic group workshops.

- a) The provision of our workshops both for professionals attending and those created specifically for clients.
- b) Creating, delivering and attending workshops for other organisations we work in partnership with or are affiliated with.
- c) Our developing counselling programme.
- d) Our developing research and development in the creation of an innovative therapeutic dyslexia aware counselling approach.
- e) Accumulation of data on specific emotional repercussions of dyslexia and anxiety levels via our referral forms.

2. To advance the education and training of members in order to increase their personal and professional development.

Members in this context are both those who are clients and those who are professionals. We fulfil this through our training programmes i.e. Fundamentals and Skills Training Days. Our volunteer counsellors receive dyslexia aware specific supervision and learn dyslexia aware specific strategies for use in their counselling.

3. To encourage parent/carer involvement in the social, emotional and educational growth of their participant children.

We provide a unique service of psycho-social, psycho-educational therapeutic sessions for parents of dyslexic family members that are specifically dyslexia aware to equip them to understand dyslexia and how best to support their family members.

4. To provide 1:1 counselling and psychosocial interventions for children, young people & their families to further support their social and emotional growth.

- a) We run a small, niche (boutique) counselling service created to develop and trial the dyslexia aware approach delivered by dyslexic counsellors who have the life experience of being dyslexic themselves.
- b) The purpose of this service is to support dyslexic individuals and their families and also to trial specific interventions as to their efficacy expressly in reducing anxiety and depression and increasing self-awareness, developing an internalised sense of dyslexic identity and improved self-confidence.
- c) The small size of this delivery allows for changes to our approach and the honing of best practice for future delivery of our workshops and innovation in the field.

5. To provide 1:1 counselling, group work and psychosocial intervention for adults, children, young people and their families in addressing the emotional repercussions of dyslexia.

We provide counselling sessions for individuals, group work for professionals and clients and psychosocial sessions for interested parties.

6. To advance the education and training of those working with dyslexic students and those who are affected by dyslexia, in educational settings and in the workplace by offering dyslexia awareness courses and dyslexia focused learning opportunities.

- a) We work with colleges, universities, HR departments etc., to up-skill their managers whilst working with individuals on the emotional repercussions.

- b) We deliver presentations, webinars and workshops for associate dyslexia organisations and produce informative videos to inform interested parties about the emotional repercussions for dyslexia and what they can do about it.

THE FOCUS OF OUR WORK:

HISTORY - 2007 to 2016:

Since the inception of the original charity GroOops, in 2007 - we have historically supported clients who experience challenging life transitions, social exclusion and social deprivation. GroOops did this through the delivery of a unique programme of therapeutic groupwork incorporating the expressive arts (dance, drama, music, poetry, creative writing and the visual arts) to stimulate and engage in the development of healthy emotional wellbeing.

In recent years, through our ongoing data collection, it emerged that a high proportion (70%) of GroOops participants experienced a specific learning difference or some form of neurodiversity - often undiagnosed. Our extended research indicated that those with an invisible specific learning difference, which is independent of intelligence, are often highly intelligent and know there is something different about them and have a sense of not fitting in. This, in turn, can create an ongoing anxiety which can manifest in anti-social behaviour and/or emotional withdrawal especially during life transitions and change. This can be difficult to contend with unless there is a full understanding of how hidden neurodiverse ways of being can influence emotions.

Impact of the emotional repercussions can be felt at any age but particularly through transitional periods such as secondary school; entering the workplace; attending college or university; through workplace promotional challenges and restructuring; when relationships start and finish and particularly when the diagnosis is received in adulthood.

As all our groups and counselling sessions are attended voluntarily and content and provision is based on the feedback directly from our clients as to their needs, we have become increasingly aware of the lack of resources for those who struggle silently and painfully with the emotional repercussion of *Dyslexia.

**We use the term 'Dyslexia' because it is the most common of all Sp.L.D.s. What we do is largely applicable to all the other conditions known to be related such as Dyscalculia, A.D.H.D., A.D.D., Autism Level 1 (Asperger's Syndrome), Dyspraxia and Dysgraphia. Many of these conditions can overlap and often coexist.*

In 2014 the original GroOops unincorporated charity undertook a turnkey process to provide all our recognised services - Anger Management, Healthy Relationships, Emotional Wellbeing, Creative Expression and 1:1 work - under the umbrella of Creative Dyslexia Aware Counselling incorporating Coaching, Groupwork, Training and Supervision, to acknowledge and serve this area of need.

2016 to date:

We have always strived to work in areas of need not provided by other services and this we believe we have addressed through the above action and have continued to do so through the current reporting period. The age range of our clients has been from 13+ up to 70+. The majority have been between 30 and 55 addressing a number of workplace and relationship difficulties and challenges.

We have adapted our approach, upskilled our volunteer staff and realigned our systems. We have taken part in numerous presentations and projects throughout the UK and have expanded our 1:1 service providing in-house support to several organisations and charities as well as delivering numerous dyslexia aware specific trainings to counsellors and dyslexia professionals.

PRESENTATIONS AND PROJECTS DELIVERED:

Dyslexia Scotland, Dyslexia and Depression Article - July 2016
"Creative Successful Dyslexic" - Book Launch - August 2016
ADSHE South (Central School of speech and Drama LONDON) Keynote Presentation - September 2016
"Dyslexia and Mental Health" - Book Forward - October 2016
Dyslexia Action - Video blogs for Dyslexia Awareness Week - October 2016
ADSHE North (Sheffield University, SHEFFIELD) Keynote Presentation - January 2017
Meet Up "Dyslexic Success" - February 2017
SEND Group - Webinar "8 D's of Dyslexic Wellbeing" - March 2017
Hill Croft college - Presentation April 2017
British Dyslexia Association - Adult Dyslexia Conference - April 2017
The Minster Centre - "Mad, Bad, Sad - or just dyslexic?" - June 2017
Research Project - To identify programmes and organisations tackling the emotional repercussions of dyslexia - Conducted throughout the period and delivered in part.

TRAINING:

Fundamentals of Dyslexia Aware Therapeutic Mentoring
October 2016, March 2017, June 2017, October 2017
All trainings filled to capacity with 34 trainees wishing to join the Dyslexia Aware Counselling Network.

'Fundamentals' is a stimulating 2-day intensive workshop (soon to be three days) offering an understanding of and practical applications to address the emotional repercussions of dyslexia. It is appropriate for all those who support dyslexic people such as counsellors, trainers, supervisors, social workers, youth workers, tutors, teachers, teaching assistants, managers etc.

The workshop has been designed as a foundation for professionals, who already have a basic understanding and practice of working with dyslexia, who wish to enhance their work within a basic counselling/coaching framework with a therapeutic element. It is appropriate for practitioners who are looking to further develop skills and confidence in working with dyslexic clients using the GroOops approach or wish to add some new techniques to their toolbox.

Practitioners join like-minded individuals for a two day creative and therapeutic-coach based workshop addressing the Emotional Repercussions of Dyslexia based in a tranquil, harmonious setting that nurtures personal and professional well-being and self-care. The focus is specifically on sharing our learning from ten years of our GroOops Dyslexia Aware Counselling experience, helping people to develop their personal practice further and offering ways to pass it on to their client base in creative ways.

Practitioners leave this workshop with improved clarity and understanding of:

- How dyslexia can impact on the emotions.
- When and why dyslexia impacts on emotions. Life stages and experiences specific to dyslexia that can create an environment for emotional disharmony and confusion.
- A full appreciation of the strengths and weaknesses of dyslexia.
- Creative and psycho-educational strategies to support the development of self-knowledge, resilience, self-confidence and self-advocacy.
- Confidence to incorporate new understanding and skills into your client work. Community support and professional development with like-minded others. Ongoing access to further dyslexia aware training opportunities.

"I would recommend it, not just for counsellors, but for learning mentors and career guidance practitioners."

Career Management Consultant

"Good, positive and thought-provoking. Felt safe and it was very inclusive."

Counsellor/Nurse

GROUPWORK:

Wednesday Workshops

Wednesday 10th May:

You, me and my dyslexia.

An insight into Strengths and Weaknesses, cause and effect.

Wednesday 17th May:

Dyslexia and being at peace.

An introduction to mindfulness (lite) and relaxation techniques addressing depression and anxiety.

Wednesday 24th May:

Dyslexia and creative expression.

Techniques to develop non-verbal self-awareness.

Why is it different?

There are any number of assistive technology and skills-based strategies specifically designed to support the dyslexic learner. However, at GroOops we believe that someone in emotional distress because of their dyslexia is not in the right frame of mind to absorb still more information.

Many clients are overwhelmed when they find they are dyslexic and are trying to make sense of who they thought they were, who they are, and who they can be. Others have no idea that dyslexia is anything more than something to do with reading and writing and are confused and disorientated by their seeming inability to cope with life generally and their emotional reactions specifically. Dyslexia is so much more than a difficulty with reading and writing, both through its inherent constitutional weaknesses but also in its potential, and often disregarded, outstanding strengths.

At GroOops we believe that dyslexia can impact on the emotions in very profound and insidious ways. Our ten years of experience have shown that, if unaddressed or misunderstood, dyslexia can impact in subtle and distressing ways on every aspect

of a person's life from their personal relationships through to their ability to contend with their environment. When these challenges are addressed therapeutically our clients have the opportunity to develop an integrated sense of dyslexic identity, build resilience and self-worth, learn to become their own self-advocate and develop a sense of purpose and meaning in life.

"A very needed therapy workshop dealing with emotion which I've learnt is so linked to my mental state. Keep up the good work! Thank you!"

"The setting reflects the training; abundant, elegant and exuberant."

"Beyond my already high expectations. It has come at the right time in my life. Thank you."

COUNSELLING:

A year of growth

2017 was a productive year for the 1-2-1 Counselling service offered by GroOops. While enquiries have been growing steadily since 2014, in 2017 this was reflected in a burst of new referrals and clients. The number of referrals increased by 132% in 2017 (22 to 51) and the number of new clients doubled (16 to 32).

The Road to Conversion

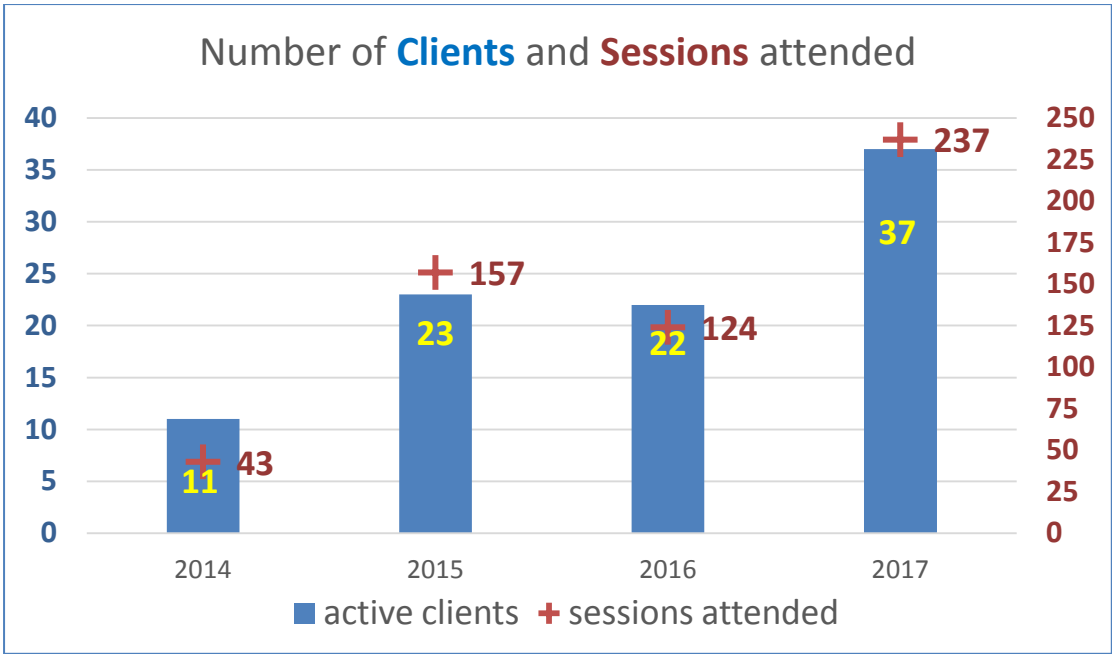
We can see that there is a healthy conversion between all stages, with 41% of enquiries becoming referrals and 72% of these becoming clients. This indicates strong processes are in place from the point of enquiry and suggests that a key focus will be to continue and enhance the activities contributing to the healthy growth in enquiries.

Though the percentage of enquiry to client in 2017 was slightly below the average, because of the high level of enquiries it represents many more clients. Overall since 2014, 30% of enquirers have made the full journey to client. Note that enquiries from 2017 or before may yet deliver further referrals and clients during 2018. Since 2014 61% to 75% of enquiries have been made by females, but not necessarily for themselves.

Clients and their attendance

The number of counselling sessions clients attended peaked in 2017 at 237. This was nearly double that of 2016 and 51% higher than 2015, demonstrating a year of solid growth and increases in activity.

The average number of sessions per client was a solid 6.4 in 2017 and only just short of the 6.8 in 2015. This is despite the fact that a higher proportion of clients in 2017 began their first session in the second half of the year at 46% in 2017 compared to 36% and 22% in the previous two years. This may mean fewer of these clients' sessions will have taken place in 2017, and also that they may continue into 2018.



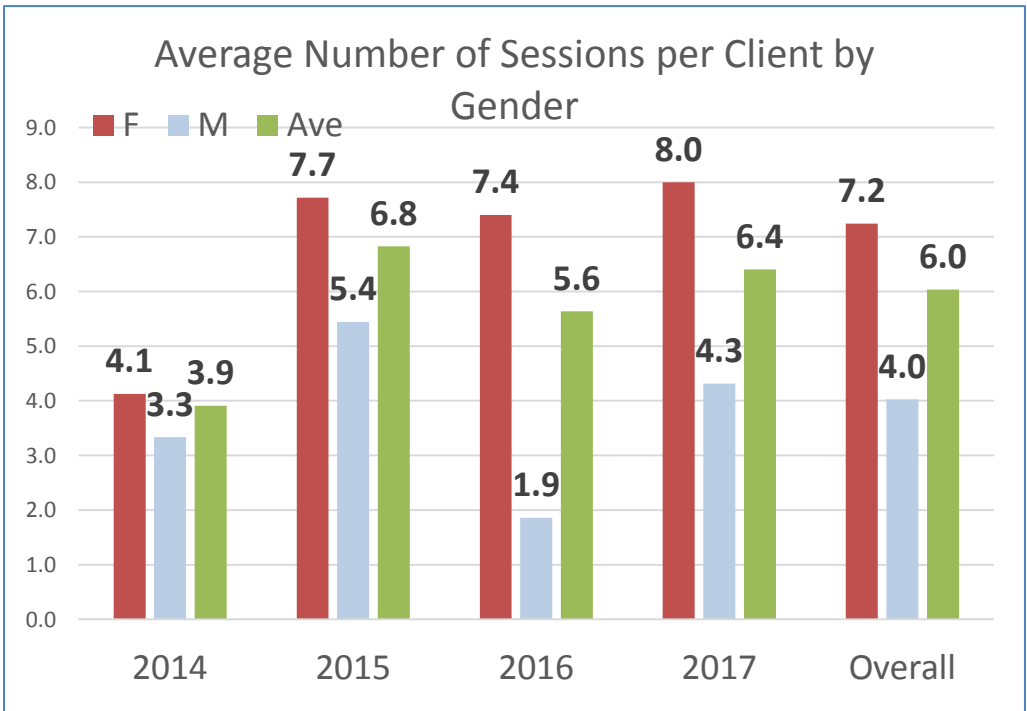
Ethnicity:

62% White. 24% Not known. 8% Black. 3% Asian.

Gender:

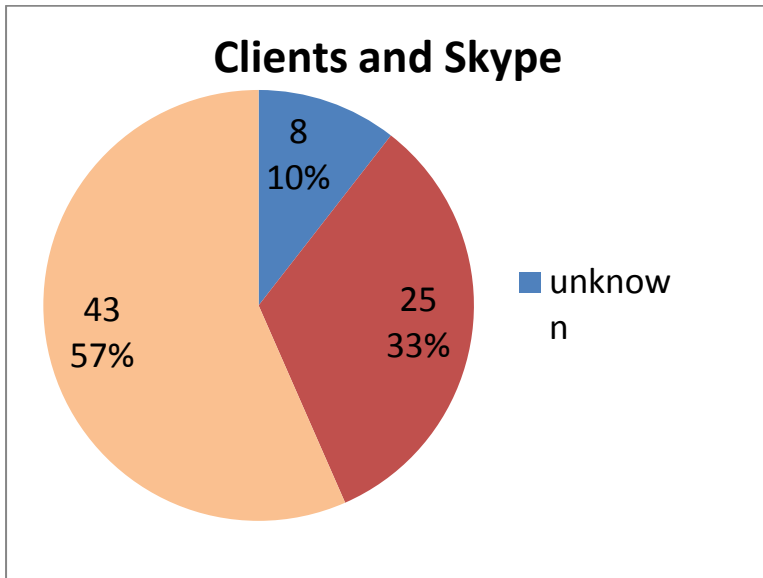
59% Female 41% Male.

Overall there is very little difference between the gender split of the referral population and the client population. This signifies that the referral process appears to be working similarly for both genders.



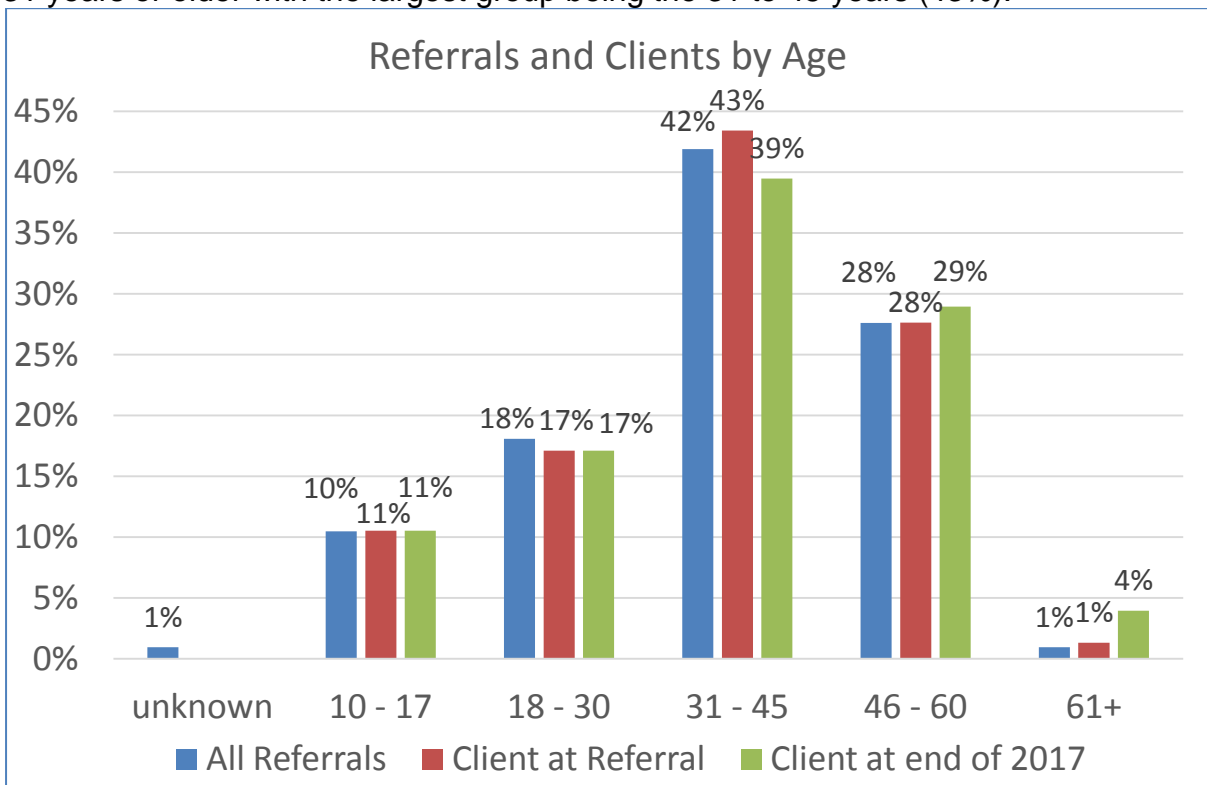
1-1 by Skype:

Both Referrals and Clients respond positively to the option of 1-2-1 sessions using Skype with 51% and 57% respectively answering 'yes'. As well there has been a definite shift in acceptance of using Skype with 1 out of 11 clients in 2014 responding 'yes', but 26 out of 32 in 2017! In 2017 82% of females and 80% of males said 'yes' to Skype.



Age:

There is an age range of clients from 10 years to 61 years +. 70% or more are aged 31 years or older with the largest group being the 31 to 45 years (43%).

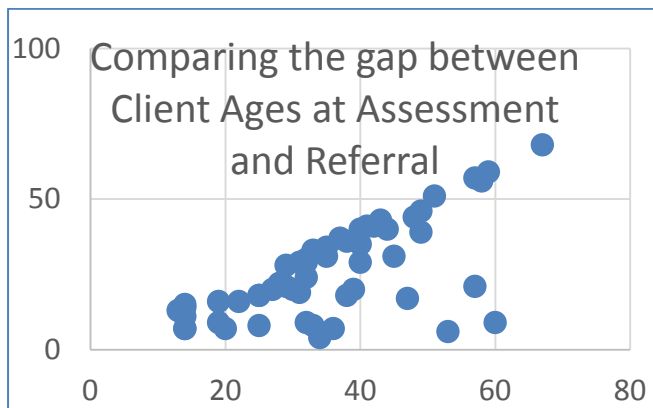


The difference in age profiles of all Referrals and Clients at referral is marginal.

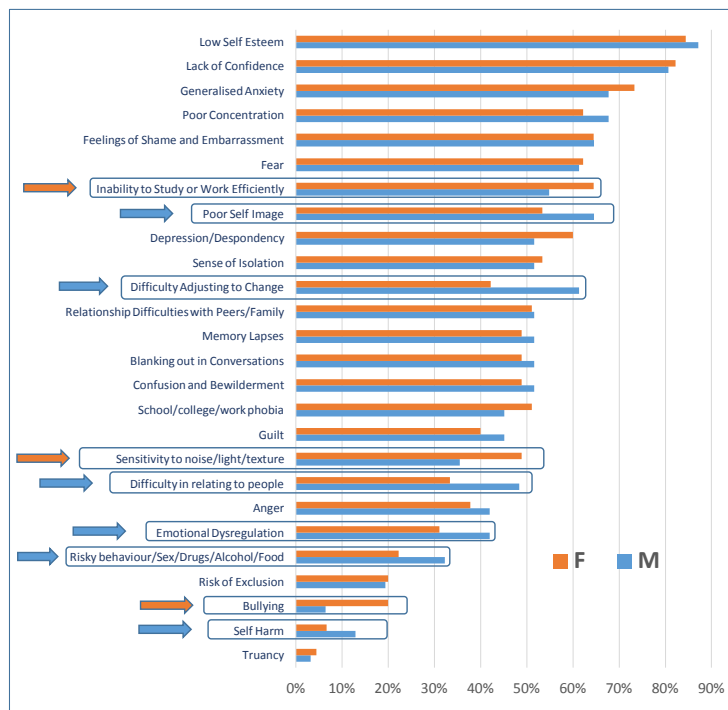
For both Referrals and Clients, 70% or more are aged 31 years or older. This may reflect the lack of support that was available to this age group during school years, or it may reflect difficulties arising as careers and personal lives mature or other factors as yet unexplored. Over time the client profile has aged slightly as a few move into the higher two age bands. If possible it may be interesting to collect data on age at the enquiry stage to see if there is a group of potential clients who are younger, but not making it to the referral stage.

Assessment:

Over 50% of clients have a gap of 5 years or more. 33.3% a gap of 10 years or more with the maximum gap being 51 years.



Presenting issues:



Client Presenting Issues

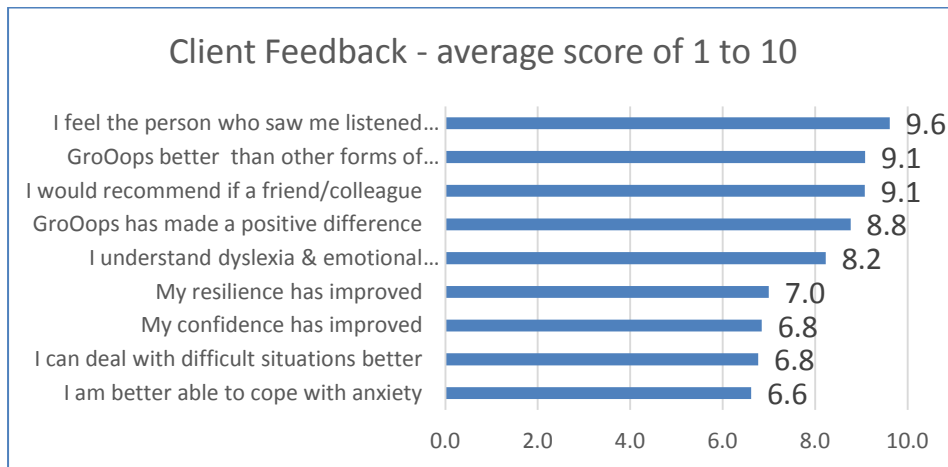
The chart sorts issues in descending order overall, and within that split by gender.

Low Self Esteem, Lack of Confidence and *Anxiety* are rated as the top three issues overall and by both genders (70%+). This is an illustration of the central insight of GroOps regarding the emotional repercussions of dyslexia.

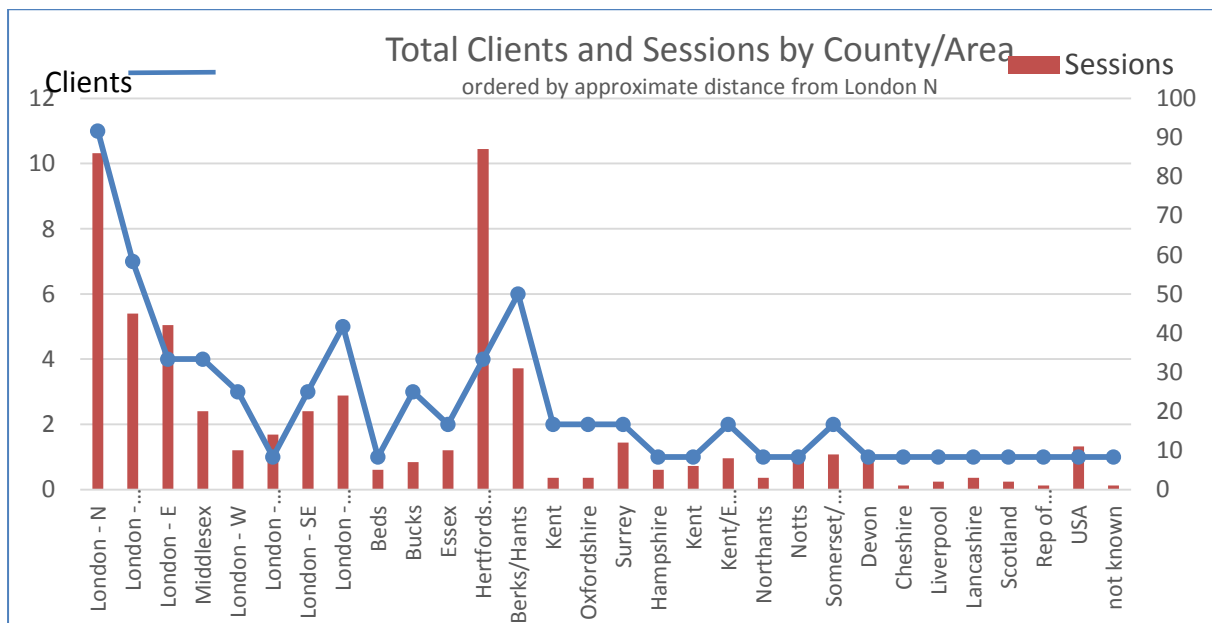
Issues core to dyslexia itself such as poor concentration and inability to study or work efficiently also rated highly. Social difficulties feature less but a sense of isolation has been indicated by over 50% of both genders.

Where differences of 10% or more exist between genders, the issue is circled on the chart. For example *Poor Self Image* was selected 12% more Males than Females at 65% of Males compared with 53% of Females.

Feedback:



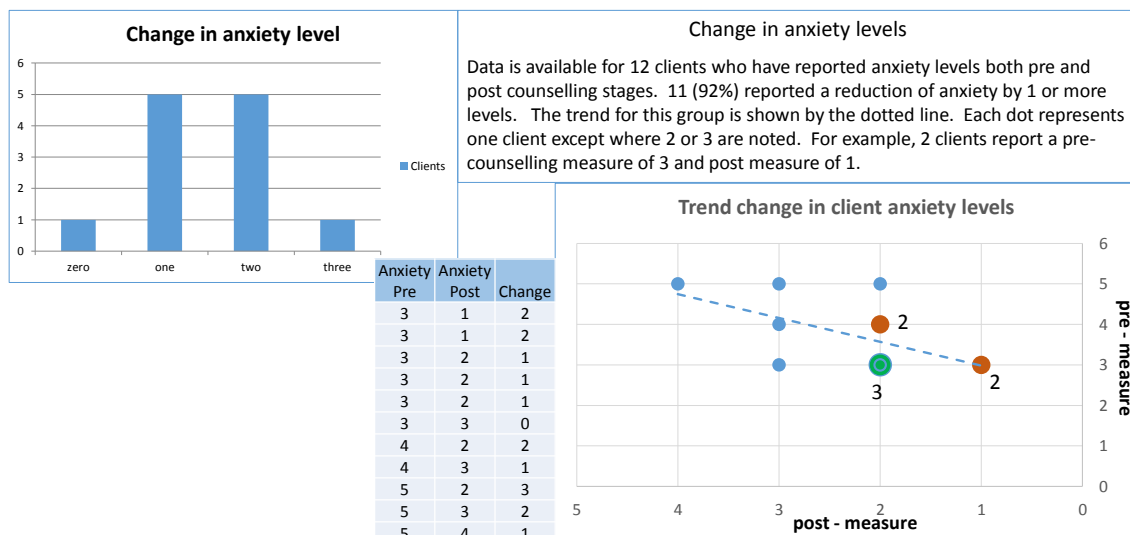
Location:



....."And this Friday just gone, I was promoted! I couldn't be happier. Thank you for all your support. I know the next few months will be a challenge with regards to learning a new role, however this time I feel I have the understanding of my own dyslexia to approach this in the most positive way and with the confidence to ask for any necessary help. Thanks again for all your help, it really made such a difference".

OUTCOMES:

Part 4: pre and post anxiety levels



COUNSELLING INTERSHIPS

Since 2016 we have made provision to take on qualified and experienced counsellors who wish to train to be truly dyslexia aware. They work alongside the Director on a volunteer basis for up to one day per week.

PROJECT AND PLANS FOR NEXT YEAR:

(1st January 2018 to 31st December 2018).

We have seen a sizeable and steady increase in interest in our work throughout the year evidenced in the number of requests for presentations and delivery of counselling via both face to face and Skype. We have now researched who and what other organisations are developing and delivering similar provision and know that we are the only charity in the UK addressing this area of specific need. Uppermost is our message that emotional repercussions of dyslexia do exist, explaining why they exist and what can be done about it. We will, over the next year, further developed the idea of a UK network of Dyslexia Aware Counsellors sourced from those who attend our trainings and have a passion and aptitude for the work. In addition to this, we will be developing targeted trainings, workshops and presentations to highlight the emotional repercussions of Dyslexia and other neuro-diverse conditions and what can be done to support healthy emotional development.

FINANCIAL REVIEW:

Our initial source of funds has been through the transfer by Order from the Charity Commission dated 26th August 2016 of all assets from GroOops (Reg. No: 1148036) to GroOops Dyslexia Aware Counselling (Reg. No: 1168098) in the sum of £84,154 which included £40K of deferred Director's pay. It is understandable that for the first few years this turnkey period will impact on our reserves as we build up our knowledge base, expertise, reputation for clinical excellence and trial delivery of a

variety of programmes and counselling approaches. However, we anticipate that by the end of 2020 our income will be sufficient to cover our annual costs. Our main income has been from client donations, training, presentation fees and workshops. Our main costs incurred are staff and resources. We keep costs down by employing self-employed/freelance and sessional workers on an ad hoc basis and using volunteers. As with last year, approximately 40K of Director, administration, supervision, consultant and coordinators fees have been deferred to allow us to continue to accumulate sufficient funds to protect our service and further support our ongoing development strategy and mission. We are grateful to all for believing in the ethos of our work and continuing to provide valuable services on this basis. The accounting year has been extended therefore covers the period 7th July 2016 to 31st December 2017. These accounts represent the results of the charity for this period. Total incoming resources of £38,775 and total outgoing resources £58,696.

Our Founder continues to provide office accommodation, counselling rooms, our base training venue, general services and the majority of her directorial services on a largely pro bono basis.

Approved by the Trustees and signed on their instruction and behalf.

A handwritten signature in cursive script that reads "Pennie Aston". The signature is written in black ink and is positioned above the typed name and date.

Founder/Director
29th March 2018

Independent Examiner's Report on the Accounts

I report on the accounts of GroOops Dyslexia Aware Counselling for the year ended 31 December 2017, which are set out on the following, pages 17-18.

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act,
- to follow the procedures laid down in the general directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- to state whether particular matters have come to my attention.

Basis of independent examiner's statement

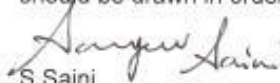
My examination was carried out in accordance with general directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

Independent examiner's statement

In connection with my examination, no material matters have come to my attention which gives me cause to believe that in, any material respect:

- accounting records were not kept in accordance with section 130 of the Charities Act or
- the accounts do not accord with the accounting records

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


S Saini

Chartered Certified Accountant

87 Park Road
Hounslow
TW3 2HL

Date: 28.12.18

**GroOops Dyslexia Aware Counselling
Receipts & Payments Accounts
For the year ended 31 December 2017**

	Unrestricted Funds
	£
<u>Receipts</u>	
DWP-Access to work	9,132
Client Fees	23,690
Donations	499
GroOops Training	5,454
Total Receipts	38,775
<u>Payments</u>	
Coordinators Fees	10,000
Administrators Fees	18,785
Practitioners Fees	21,435
Supervision	2,990
Volunteer Expenses	384
Training/Conference	162
Insurance	1,089
Promotion and Advertising	68
DBS Services	300
Professional Fees and Accountancy	35
Telephone and internet	613
Research/Books & Subscription	407
Printing and Stationery	534
Refreshment	32
Computers/Website	1,385
Postage/Stamps/Mail	486
Travel	12
Total Payments	58,717
Net movements in funds	-19,942
Funds brought forward	1 84,154
Total funds carried forward	64,212

**GroOops Dyslexia Aware Counselling
Statement of Assets and Liabilities at the end of 31st December 2017**

	2017
	£
Current assets	
Cash at bank and in hand	64,212
Total net assets	<u>64,212</u>
Accumulated funds	
Funds	2 64,212
Total cash funds	<u>64,212</u>

18

Notes to the accounts

	£
1. Funds brought forward	
	84,154
Being a transfer of assets from GroOops charity registration number 1148036	
2. Funds	
	2017
	£
Unrestricted	64,212
Closing funds	<u>64,212</u>