

Charity Registration Number: 1168098



GROOOPS

DYSLEXIA AWARE COUNSELLING

A Charitable Incorporated Organisation

Report and Financial Statement

For the period 1st January 2018 to 31st December 2018

Where does our name come from?

Grr oOo oops

The frustration we often feel.

Three oOo's – because to us it just looks right.

Getting something wrong.

Executive Summary of Report and Financial Statement
1st January 2018 to 31st December 2018 - Charity Reg. No: 1168098

- Since the inception of the original charity in 2007 - we have historically supported clients who experience challenging life transitions, social exclusion and social deprivation. It became increasingly clear that the therapeutic community was not addressing the emotional consequences of neurodiversity. **GroOops realigned its focus in 2014** to provide a portfolio of services from its North London base including face to face counselling, Skype counselling, trainings and workshops to fill this need. We have seen a sizeable and steady increase in interest in our work since and particularly throughout the last year, working to capacity in all areas. We were invited to address and speak at numerous events, seminars, and workshops for Dyslexia Associations and professional bodies which received highly positive reactions and are detailed in full in the following report. All **training workshops were filled to capacity** with all participants wishing to join the **Dyslexia Aware Emotional Wellbeing and Counselling Network**. We have researched who and what other organisations are developing and delivering similar provision and know that we are the **only charity in the UK and Europe and possibly globally, addressing this area of specific need**. Uppermost is our message that emotional repercussions of dyslexia do exist; we can explain as to why they exist and what can be done about it.
- During 2018 GroOops built on and consolidated the **exceptional growth** experienced in 2017. Growth is predicated on maintaining a robust level of enquiries. In 2018 enquiries grew by a very healthy 73% compared with 2017. Referrals increased by 38% and the numbers of new clients by 18%. September 2018 saw the launch of the **GroOops Emotional Wellbeing and Counselling Network** open only to those who have attended our **Fundamentals of Dyslexia Aware Mentoring workshops** and who fit our membership criteria. At present we operate from 10 areas in and around London.
- **We aspire to develop a provision of low-cost counselling to those in need throughout the entire UK.**
- This year our main income has been from client donations, training, presentation fees and workshops. Our primary costs incurred are staff and resources. We have been able to cover a substantial part of our overheads from clients fees, presentations and training costs. There is a deficit of approximately £16,500 mainly due to the setting up and coordination of our network of practitioners. At present, our survival is dependent on client fees being paid by those who can afford to do so to supplement those who cannot, donations and income from trainings and presentations. We will be exploring further income streams to enhance and expand our reach. We project that by the beginning of 2021 our income will be sufficient to cover our annual costs and that with a strong evidence base we will be in a position to research outside funding opportunities.

PENNIE ASTON
FOUNDER AND DIRECTOR
GroOops Dyslexia Aware Counselling

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 OBQ

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 four times in the period 1st January to 31st December 2018:

- 26th February 2018 + AGM
- 5th August 2018
- 17th September 2018
- 10th December 2018

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 some volunteers. 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.

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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 Network of Dyslexia Aware Counsellors and Coaches provide their services from their bases face to face and via Skype as appropriate.

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, one part-time Administrative support worker 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 voluntarily to support the growth and development of the charity.

Others are on self-employed/freelance contracts, and none are employed directly by the charity. All work together in a holistic approach to benefit 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:

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Such risks include:

- Funding not forthcoming.
- Possible staffing issues.

If any of these risks were to continue over some 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 significant 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 fulfil 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.

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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 HISTORY OF GroOops Dyslexia Aware Counselling:

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.

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 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 primary and 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 are based on the feedback directly from our clients as to their needs, we became 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.

In 2016 we became a CIO - GroOops Dyslexia Aware Counselling (GDAC).

THE FOCUS OF OUR WORK THIS YEAR - 1st January to 31st December 2018:

PRESENTATIONS AND PROJECTS DELIVERED:

February 2018 -

1. Octavia Living Presentation

March 2018

2. Kent Dyslexia Association
3. Leicestershire Dyslexia Association - Key Note

April 2018

4. British Dyslexia Association International Symposium
5. Lauderdale House, Highgate, London
6. Dyslexia Association of Bexley Bromley Greenwich and Lewisham

May 2018

7. Dyslexia Association of London
8. British Dyslexia Association Webinar

June 2018

9. Bucks Patoss

September 2018

10. A2I Battersea

December 2018

11. Dyslexic Success Ravensbourne College, Greenwich.

DETAILS OF PRESENTATIONS

1.

Octavia Living

22 February 2018:

“How to understand your resident dyslexic -

(partner/manager/worker/child) Please insert as appropriate!”

OUTLINE:

Most people think that *dyslexia is just about reading and writing. It's not. For the dyslexic person, it's about living the best way you can in a world keyed up for the 90% who process information very differently. For the other 10% of the population, this can lead to all sorts of misunderstandings not only in personal relationships but also in the work environment. Do you have dyslexic people working for you? Do you live with someone who is dyslexic? Are you dyslexic and want to make the best of your relationships, work, rest and play? This talk is about the rocky, revealing and very fulfilling road to understanding what it is to be dyslexic; why there are sometimes emotional repercussions and what you can do about it.

FEEDBACK

"GroOops hosted one of our monthly staff 'Cake and Catch up' events. The feedback from colleagues was exceptionally positive, and it generated very useful discussions. A fantastic presenter who delivered the talk with warmth and knowledge. She provided us with a better insight into the current thinking around neuro-diversity and the challenges that people with dyslexia and other diversities can face. As a result, we will be looking at how we can improve our services and working environment. I would really recommend other organisations having input from GroOops; it was an education that is useful on both a professional and personal level." - Rachel Harrison, Head of Communications, Octavia.

"Fantastic speaker who delivered the talk with warmth and knowledge."

2.

Kent West Dyslexia Association.

Thursday 8th March 2018:

"Addressing the Emotional Repercussions of Dyslexia."

OUTLINE:

What members will gain:

An 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.

FEEDBACK:

This presentation to our members regarding "Addressing the Emotional Repercussions of Dyslexia" was an insightful and interesting talk. For over one and a half hours Pennie held the audience with her knowledge and appreciation of living with dyslexia, in particular how it can impact on the self-worth of a dyslexic. She used strong imagery to reflect the life stages and experiences specific to dyslexia. Indeed one of our 15-year-old members had a moment of clarity when Pennie discussed the anger and frustration that may come when you find it difficult to express yourself. She talked about dealing with the issues and challenges that being dyslexia bring. Giving useful and helpful strategies to support the development of self-confidence and resilience. All our members found it engaging and wanted to explore the opportunity of a parent's workshop.

"An insightful and interesting talk."

3. 14 March 2018

Leicestershire Dyslexia Association - AGM KEYNOTE SPEECH

"Mad, Bad, Sad – or just Dyslexic?"

OUTLINE:

10% of the population are thought to be dyslexic with about 4% being severely so. Many will be adults and, given that it is only in the last twenty years or so that dyslexia in adulthood has been widely recognised, a great number of this group will be ignorant of how dyslexia can impact on the emotions thinking it's just about reading and writing. They may have spent a lifetime feeling confused and frustrated by their seeming inability to achieve their potential, labelling themselves as mad, bad and sad amongst a raft of punitive emotions. An assessment in adulthood can result in a 'riptide' of emotions regarding 'what might have been' had they known. A person's sense of identity can feel fragmented and lost and they may consider having counselling. This talk is about the constitutional nature of dyslexia and neuro-diversity in general and how it can impact on the emotions and thus, on every aspect of a person's life. We will discuss whether any particular approach better facilitates the development of self-knowledge, self-efficacy and resilience. We will also question whether we need specific dyslexia aware counsellors and if so, does it help for the counsellor to be dyslexic - or is empathy enough?

FEEDBACK:

'Our recent LDA meeting with a GroOops Representative as our speaker was very well attended, as the subject seemed of interest to many people. Pennie's talk was inspirational, full of practical, down-to-earth ideas, learned from experience. Her concern for those who suffer from the side effects of dyslexia and other specific learning difficulties, and her passion for helping them with effective support strategies, came across brilliantly.'

"Inspirational, full of practical, down-to-earth ideas."

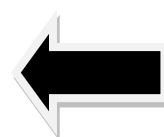
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4. 13 April 2018

British Dyslexia Association International conference. "Addressing the emotional repercussions of

SATURDAY A.M.				
Time	Auditorium	Room 1	Room 2	Room 3
8:30 - 9:30	Registration and coffee			
9:30 - 10:15	Keynote 7 - Professor Kirby: Dyslexia – into and in employment – latest understanding from research and practice			
10:15 - 10:30	Coffee break and posters			
	Symposium	Spoken Research Papers/Workshops	Spoken Research Papers/Workshops	Workshops
10:30 - 11:15	McLoughlin - Dyslexia in adulthood	Loveland-Armour - Dyslexia: what university students wish their primary school teachers knew Loveland-Armour - University sympathetic marking policy - inclusive practice, othering or somewhere between?	Beetham - Workplace dyslexia & SpLDs - productivity, engagement and well-being Nalavany - Relationship between emotional experience and work self-efficacy among adults with dyslexia	Aston - Addressing the emotional repercussions of dyslexia

dyslexia."



5. 17 April 2018

Lauderdale House, London N6.

Mad Bad Sad or just dyslexic?

This talk was GroOops Dyslexia Aware Counselling's first venture into providing stand-alone talks outside of the therapeutic framework and for the general public. It was organised and financed directly by the charity and drew a capacity audience of over 50 making a small overall profit.

1.5-hour talk followed by a question and answer session for half an hour.

The talk was about the constitutional nature of dyslexia and neurodiversity in general and how it can impact on the emotions and thus, on every aspect of a person's life. Pennie Aston (Founder and Director of GDAC) addressed the way the often overlooked secondary presentations of dyslexia can impact on the emotions. She explained that this is particularly relevant for parents of dyslexic children as the origin of many of the emotional repercussions are rooted in the first decade of the life course. The talk explained how and what can be done to remodel distress, nurture a sense of self-confidence and self-esteem and work towards an integrated sense of dyslexic identity.

FEEDBACK:

- *"As a dyslexic the event was very empowering as I felt I was amongst friends."*
- *"An inspiring and thought provoking event"*
- *"Very interesting insight into how dyslexia can affect people and how to help them".*
 - *"Highly recommend attending one of these seminars, I found it very insightful and great value for money."*
- *"The GroOops talk on Dyslexia was life changing. Pennie made complete sense of our son's undiagnosed and lost teenage years. With renewed positivity and hope, we now have a foundation of knowledge which will enable us all to start restructuring his life."*
 - *"I especially loved what positive aspects this talk focused on."*
- *"I found the opportunity to be in a room filled with people either with dyslexia or who work with/or are parents to someone with dyslexia, a moving experience. The community feel and 'not being alone' is what I felt to have been encouraging, in my walk of discovery and understanding of my own dyslexia."*
- *"If anyone is struggling or needs some guidance head to GroOops or listen to Pennie Aston give a talk. Here you will take some reassurance that dyslexics have every chance to celebrate their strengths and achievements throughout life."*

6. 18th of April 2018

Dyslexia Association of Bexley Bromley Greenwich and Lewisham.

"Being Dyslexic and Coming to Terms with Who You Are"

OUTLINE:

Dyslexia is a part of who you are; you do not 'grow out' of it. Being dyslexic means having different strengths and certain traits, and presents some challenges particularly in a school environment. Everyone needs to learn to recognise their strengths and capitalise on them, while accepting their difficulties and learning how to overcome them.

FEEDBACK:

- *"Our audience of approximately 40 people all thoroughly enjoyed Pennie's talk. They said that they found it both fascinating and informative, and it was great to have it presented by someone who is dyslexic themselves. The children in the audience were thoroughly entertained but also reassured as to how normal they are. They were much buoyed up by hearing of dyslexic strengths and skills. Parents and teachers felt it gave them a much better insight into dyslexia and how either they or their children behave and react to different situations."*
- *"I was at your seminar earlier tonight, I really loved it and really started to link things and situations I've experienced together from what you were talking about and the visual aids were genius. I personally have always found it really hard, and still do, to deal with my abilities as I find myself falling into frustration when it comes to new process and social situations. So your seminar tonight has helped me in my own first step towards someday expecting more positive thinking in my own abilities as a person who has a different way of thinking. Thank you so much."*

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7. 19th May 2018 Dyslexia Association of London Conference

OUTLINE:

Forty-five minutes presentation followed by 30 minutes Q&A

1:30 PM Dyslexia & Relationships: How to understand the dyslexic in your life. with Pennie Aston

Pennie Aston is the Director and Founder of GroOops Dyslexia Aware Counselling – a registered charity that focuses on developing resilience, building therapeutic dyslexia aware approaches and promoting awareness of the emotional repercussions of dyslexia. Pennie is dyslexic herself and has raised a neurodiverse family.

8. 31st May 2018

British Dyslexia Association Webinar.

OUTLINE:

One hour delivery time followed by half an hour Q&A

Thursday 31st May - Thursday 31st May

An insight into the Do's and Don'ts of living a fulfilling and meaningful life from a dyslexic perspective.

Pennie Aston is the Founder of GroOops Dyslexia Aware Counselling and runs the only counselling service in the UK specifically dedicated to therapeutically supporting dyslexic people and their families through the emotional repercussions of dyslexia.

Contact details: pennie@grooops.org / 02083460941

Website: www.grooops.org

*Please be advised the content of this webinar is the intellectual property of Pennie Aston.

9. 4th June 2018 Bucks Patoss.

"The impact of dyslexia and other neurodiverse conditions on learners mental health."

OUTLINE:

1.5 hour delivery time followed by half an hour Q&A

You are invited to an evening exploring the crucial, but often forgotten, issue of the impact of dyslexia (and other neurodiverse conditions) on learners' mental health.

We will look at how, when & why dyslexia can impact on emotions and the different life stages & experiences specific to dyslexia that can create an environment for emotional dissonance and confusion.

You will also learn some creative and therapeutic strategies to support the development of dyslexia aware self-knowledge, resilience, self-confidence and self-advocacy.

FEEDBACK:

- *"A skilfully-delivered, fascinating and memorable presentation"*
 - *"It would be wonderful if all classroom teachers could hear what GroOops is about as so many of the emotional issues related to dyslexia could be significantly reduced with a little more understanding and empathy within the classroom".*
- *"With anxiety increasingly being a factor in students struggling to access the curriculum, it is important to ensure that intervention is tailored to the needs of the individual from the onset to maintain motivation and self-esteem. It is really helpful to learn more about Dyslexia GroOops service."*
- *"Pennie's presentation was highly engaging and insightful. We learned some very interesting facts regarding mental health, and Pennie gave us a different perspective on how we might need to support learners with specific learning difficulties. Our members were very grateful for Pennie's input, and extremely positive about the experiences that she shared with them, and many of them have already put in place some of the suggested strategies."*

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10. 14th. September 2018

Aspire to Inspire (A2I) Battersea

Inspirational Dyslexic Speakers Conference.

11. 4th December 2018

Dyslexic Success, Ravensbourne College, Greenwich.

"Dyslexia and Relationships"

OUTLINE:

Looking at whether being dyslexic can impact on relationships. Not just personal relationships but everything in our relational frame.

Are dyslexic people more difficult to get on with?

If so what are the reasons?

Can we do anything about it?

FEEDBACK

"Thanks for running a great session this evening. Your ability to unravel the dyslexic elements in different dimensions of well being is incredibly helpful. Also brilliant to have an evidence base to support the theory."

TRAINING:

FUNDAMENTALS OF DYSPLEXIA AWARE THERAPEUTIC COUNSELLING, COACHING AND MENTORING

(Addressing the Emotional Repercussions of Dyslexia and other neuro-diverse conditions.)

**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.*

'Fundamentals' is a stimulating 3-day intensive workshop, for up to 8 participants, offering an intimate environment in which to develop 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. and is excellent for those who are dyslexic themselves. It is run in a retreat-style setting to encourage self-care and personal development as well as being an enjoyable and illuminating experience accumulating 18 hours of Continuing Professional Development hours.

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.

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During this period we ran workshops in February, May and October 2018.

All the training workshops were filled to capacity with all participants wishing to join the Dyslexia Aware Emotional Wellbeing and Counselling Network. Including previous workshops (15th & 16th October, 2016: 11th & 12th March, 2017: 14th & 15th June, 2017: 18th & 19th October, 2017: 14th, 15th & 16th May, 2018: and 8th, 9th & 10th October, 2018) - to date we have 47 graduates from the following professional backgrounds:

Counselling, Psychotherapy, Psychology, Social Work	Tutors, Teachers, Advisors, Consultants	Creative's	Other
4 x Counsellor/Psychotherapist	5 x Specialist Dyslexia Consultant/Tutor/Literacy	1 x Creative Industries Advisor	Acupuncturist
10 x Counsellor	1 x SEN Teacher & Diagnostic Workplace Assessor	1 x Film maker	
1 x Counselling psychologist	1 x Teacher for SpLD & Assistive Technology	1 x Artist works with people with disabilities	
2 x Psychotherapist	1 x Specialist Teacher / Systemic Practitioner	1 x Film Producer (film etc)	
1 x Integrative Arts Psychotherapist	2 x SpLD Learning Advisor		
1 x Psychotherapist & Writer	1 x Dyslexia co-ordinator		
1 x Psychotherapist & Hypnotherapist	1 x Learning Support Teacher		
1 x School Counsellor & Psychotherapist	1 x Life Coach, Business Owner, Consultant		
1 x Student Counsellor & Mentor	1 x Career management consultant		
1 x Clinical Psychologist	1 x SpLD Teacher		
1 x Wellbeing, Counsellor and Health Coordinator	1 x Specialist Teacher		
1 x Social Worker, Art Therapist			
1 x Integrative Therapist			

FEEDBACK

"The experience was outstanding! So much more than anything I could have imagined or hoped for."

"The course was run professionally, but in an intimate setting/atmosphere, which allowed for a true reflection and deep understanding."

"Fantastic! I usually find CPD workshops difficult to remember and only usually retain one or two facts. Because this training is delivered in a dyslexia-friendly format I absorbed much more content than would normally be the case. This is the most worthwhile CPD I've ever done."

"Wonderful and a very, very powerful experience. I am very happy that GroOops exists and it would be lovely to be involved in this work in the future."

"A wealth of experience which was delivered in an authentic way."

"Great experience - 10/10. It's left me wanting more learning and a deeper immersion in the world of understanding dyslexia. My trepidation would be that such great learning needs to be supported and continually added to - and if GroOops can facilitate that going forward - the quality of what was given to us can only be developed further into the community."

"The delivery was impeccable. Fantastic experiential exercises "

"The sense of a tranquil, authentic, open and inviting setting has set up in me, a recognition of the significance of feeling genuinely welcomed with an attempt to be understood. This has translated for me to how I think about my 'therapy room' - and what 'message' am I conveying."

"It's hard to put into words but I think being immersed in such a dyslexia-friendly and emotionally safe environment for 3 days really inspired me to rethink how I can support the emotional needs of my students."

"Very empowering when explaining the many strengths that people with dyslexia possess e.g. thinking outside the box, working creatively through other mediums in order to demonstrate learning, using the frustration of being dyslexic and turning it into an advantage."

"The training allowed for me to embrace my dyslexic identity more so with others and to diminish any harboured shame I had internalised in the past. In my clinical work I will be able to make appropriate self-disclosures about my dyslexia in order for my clients to see that their struggle will not always be a struggle and they too can overcome it."

"I loved this course and how it was delivered."

"The delivery of this course was excellent with a useful mix of theory, discussion and skills development."

"Wonderful- like nothing I've experienced before and very impactful."

"The experience was outstanding! So much more than anything I could have imagined or hoped for. The course was run professionally, but in an intimate setting/atmosphere, which allowed for a true reflection and deep understanding."

GROUPWORK:

Skills Training One-day Workshops January 27th, March 3rd and June 23rd.

TOPICS included:

- You, me and my dyslexia.
- An insight into Strengths and Weaknesses, cause and effect.
- Dyslexia and being at peace - An introduction to mindfulness (lite) and relaxation techniques addressing depression and anxiety.
- Dyslexia and creative expression - art, crafts and journaling.
- Techniques to develop non-verbal self-awareness - visualisation.

Why is our skills training 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 twelve 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.

Our skills based Groupwork sessions offer participants the opportunity to engage with others where they do not have to explain themselves - often for the first time in their lives and build resources that develop resilience and self-awareness.

FEEDBACK

"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!"

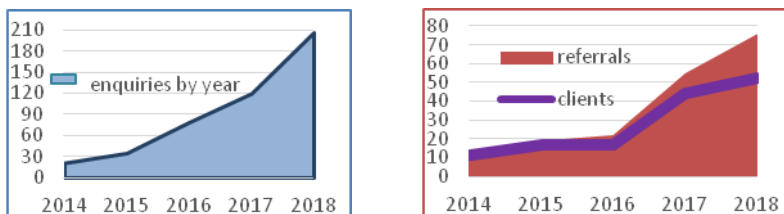
"The setting reflects the training; abundant, elegant and exuberant."

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

COUNSELLING:

COUNSELLING ANALYSIS OVERVIEW – A STORY OF GROWTH

During 2018 GroOops built on and consolidated the exceptional growth experienced in 2017. The foundation of all growth is predicated on maintaining a robust level of enquiries. In 2018 enquiries grew by a very healthy 73% compared with 2017. Referrals grew by 38% in 2018 and numbers of new clients by 18%. It should be noted that enquiries in one year continue to deliver new referrals and clients in subsequent years.



These achievements translated into a solid 26% increase in the number of clients active during 2018, growing from 46 in 2017 to 58, as well as a 32% increase in the number of counselling sessions delivered, up from 273 in 2017 to 360 in 2018.

ENABLING FACTORS

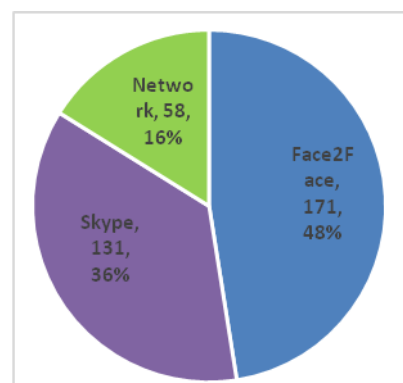
Making sense of the data highlights a number of enabling factors that have contributed to growth - three have been identified below. These three factors have in common a theme of reaching out and engaging clients, and potential clients, in a number of different ways. Some were planned and others, perhaps, unanticipated.

Innovation: Putting clients within reach

With three options now in place of Face2Face, Skype and the new **GroOops Network**, clients are choosing to engage with the counselling service in more fluid ways. This is an area of strength that can be confidently capitalised on, and highlighted publically, during 2019.

Launched part way through 2018, 16% of counselling sessions were conducted through the new **GroOops Network**. Skype continues to be popular at 36% of sessions conducted in 2018.

What is striking is how individual clients are beginning to mix and match the different modes of engagement. In planning for future years, GroOops can look to extend its support of clients' active choices.

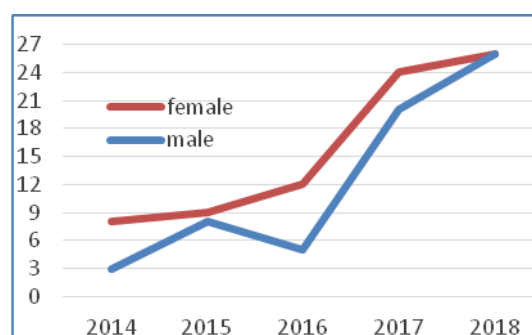


Client session choices	Clients	Sessions
Face2Face only	29	154
Face2Face and Network	1	28
Face2Face and Skype	2	14
Skype only	18	110
Network only	7	36
Network and Skype	1	18
Total in 2018	58	360

APPEAL: A BALANCE OF GENDERS

While the number of new clients continues to grow overall, there has been a leap in the numbers and proportion of new male clients during the past two years, from 5 in 2016 to 26 in 2018. As this chart illustrates 2018 was a year of convergence of the numbers of new male and female clients.

This does not appear to be down to choice of technology, as both female and male clients show similar levels of engagement with Skype and the Network. On the other hand, male clients may find it easier to

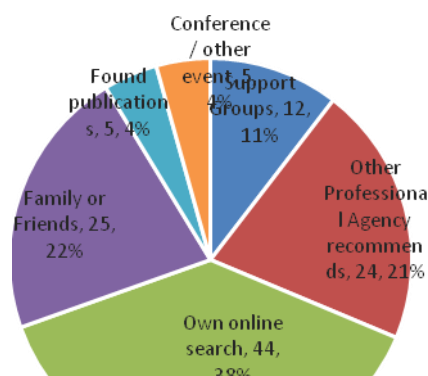


engage with the service, knowing there are different options available, or there may be other reasons that support male clients to, first, hear about and then engage with the service. Further investigation would be needed to pin down reasons but, whatever they may be, this is a success story.

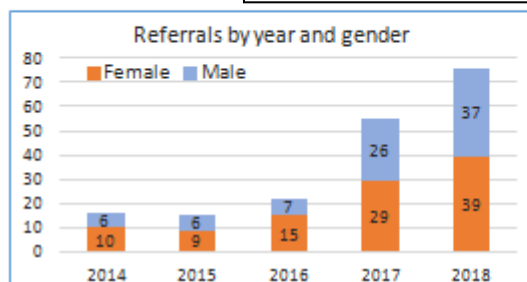
EXPOSURE: HEARING ABOUT GroOops

Referrals report hearing about GroOops through a wide network of people and resources. It illustrates the current success, and continued necessity, of keeping active a myriad of channels to communicate the presence of GroOops and its mission.

Even more, these responses demonstrate how individuals, their family and support networks, are actively seeking for understanding and support in dealing with the emotional repercussions of dyslexia and related neuro-diverse conditions.



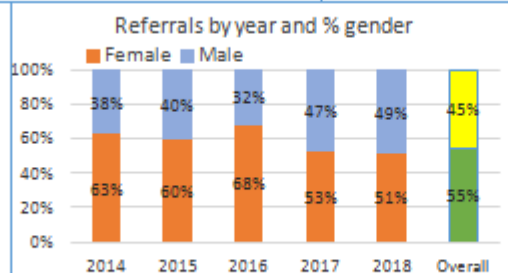
REFERRALS BY YEAR AND GENDER



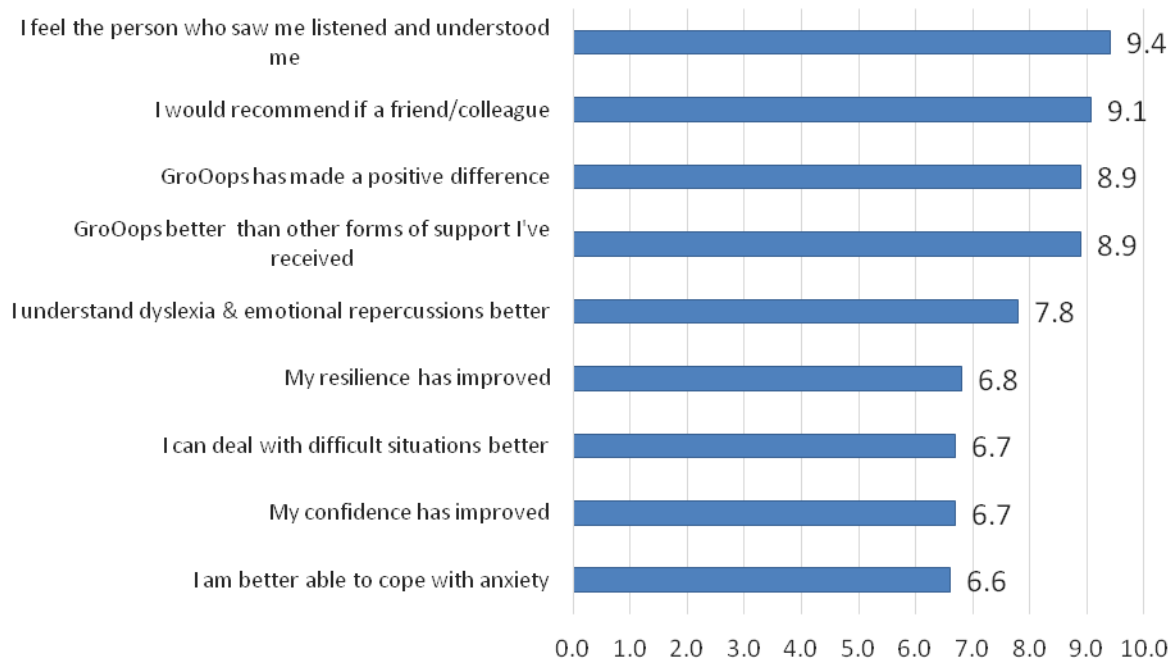
Referrals by Gender

As the overall number of referrals have increased year on year, the numbers of female and male referrals appear to be approaching a balance. In effect, the numbers of male referrals has leapt during the past two years from 7 in 2016 to 26 in 2017 and 37 in 2018.

In 2018 the proportion of female to male referrals was 51% to 49% respectively.



Client Feedback - average score all respondents (31)



GroOops EMOTIONAL WELLBEING AND COUNSELLING NETWORK

Our Network was launched in September of 2018. Membership is open only to those who have attended our Fundamentals of Dyslexia Aware Mentoring workshops and who fit our membership criteria. We aspire to develop a provision of low-cost counselling to those in need throughout the entire UK. At present we operate from 10 areas in and around London.

Locations Covered as at 31st Dec 2019
1. South Woodford, East London
2. South London
3. North London (Stamford Hill)
4. Morden, SM4
5. Enfield, North London
6. South East London
7. Kings Cross or Camberwell
8. Westminster
9. Surrey
10. Finchley (Main Base)

Who can join?

Any professional who has attended at least one Fundamentals course; who is committed to supporting the dyslexic community and the GroOops vision of an emotionally healthy dyslexia aware world and is willing to engage in ongoing CPD in this area of specialism and share learning.

We envisage the Network becoming a stable of proficient dyslexia aware practitioners to whom we can signpost clients either for 1:1 in their locality or via Skype when this is not possible. This referral system would mean that clinical services are provided by the therapist/dyslexia professional - not by GroOops. Every member must have and maintain valid professional details such as BACP/NCS/UKCP registration for counsellors including professional insurance and independent regular clinical supervision. The equivalent is required for other professions such as teachers, tutors, coaches etc.

COUNSELLING CLIENT FEEDBACK

"I found the sessions helpful having someone to talk to who really understood dyslexia and me."

"GroOops provided me with a safe space to help understand who I am as a dyslexic person and break away from my demons, to face my anxiety and challenge my deep fear of being found out. GroOops has given me a different future."

"I am calmer, much more relaxed and find I can enjoy being myself and handling myself with other people. I can enjoy the company of a wider group of people and friends."

"With GroOops there is a shared conversation. I am listened to and I can make myself heard."

"Nothing could have been done differently. I felt heard and related to."

"I feel happier with myself, confident in my ability to success in life. I feel relaxed, engaged in the sessions, understood and not judged"

"I really appreciate your understanding and have found our sessions extremely helpful and thought provoking. You seem to understand exactly my situation and how I'm feeling, where I am right now, and the journey I'm on with my family. This in itself helps enormously, knowing that your understanding and support is there."

"I have been able to reframe and re-word what I thought was stupidity, and which I now think of as aspects of my dyslexia. The emotional understanding of how my dyslexia has affected my life has been created. And a better understanding of what dyslexia actually is."

"The sessions I had were invaluable to help me recognise my strengths and able to accept /challenge the comprehension of my weaknesses."

"My anxiety is at 2 not 1 as I am going through a difficult time at work, but it is thanks to my counselling that I am managing this situation at level 2 and not 5, so it's very positive. Also I now feel like I can begin my life, it's a very exciting time - thank you so much!"

AGENCIES WHO HAVE USED OUR SERVICES THIS YEAR

Access To work

Catch 22

South West London and St George's Mental Health NHS Trust

East London NHS Foundation Trust

HMRC

PROJECT AND PLANS FOR NEXT YEAR:

(1st January 2019 to 31st December 2019).

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 worked to capacity in all areas.

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 and Europe and possibly globally, addressing this area of specific need. Uppermost is our message that emotional repercussions of dyslexia do exist; an explanation as to why they exist and what can be done about it.

We believe that our objective to heighten awareness of the emotional repercussions has reached a significant level and prominence of raising this awareness further will again take priority throughout the forthcoming year through talks, articles and commissioned training activities both in-house and with our external partnerships.

In addition, we will, over the next year, further developed our UK network of Dyslexia Aware Emotional Wellbeing Practitioners and Counsellors sourced from those who attend our trainings and have a passion and aptitude for the work. Moreover, we will continue to develop 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.

In the same way, at the core of our work is the provision of our overall service to all who are in need at reasonable costs wherever they may live. At present, our survival is dependent on client fees being paid by those who can afford to do so to supplement those who cannot, donations and income from trainings and presentations. We will be exploring further income streams to enhance and expand our reach.

FINANCIAL REVIEW:

Our initial capital was 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).

This year we have been able to cover a substantial part of our overheads from clients fees, presentations and training costs. There is however a deficit of approximately £16,500 mainly due to the setting up and coordination of our network of practitioners. We anticipate that by the beginning of 2021 our income will be sufficient to cover our annual costs and that with a strong evidence base we will be in a position to research outside funding opportunities. The Board took into consideration and accepted that for the first few years following the turnkey operation our reserves would be impacted as we build up our knowledge base, expertise, reputation for clinical excellence and trial delivery of a variety of programmes and counselling approaches.

This year our main income has been from client donations, training, presentation fees and workshops. Our primary 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. Total fees paid for counselling services increased by nearly 35% between 2017 and 2018 to just over £24,500 - a rise of over £6,000 from 2017. Total incoming resources are £41,733. Total outgoing resources are £58,274. We are grateful to all involved for believing in the ethos of our work and continuing to provide valuable services on this basis.

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

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

Charles J Freeman

DATE: 1st April 2019

CHARLES FREEMAN
TRUSTEE and ACTING CHAIR
1st. April 2019

Independent Examiner's Report on the Accounts

I report on the accounts of GroOops Dyslexia Aware Counselling for the year ended 31 December 2018.

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.

Signed.....


T. M. Gates
BSc (Hons)
45 Deanhill Road
London
SW14 7DQ

Date:.....

30/3/2019

**Receipts and Payments Accounts
For the year ended 31 December 2018**

	Unrestricted Funds £	Total Funds 2018 £	Total Funds 2017 £
<u>Receipts</u>			
DWP-Access to work	12,624	12,624	9,132
Donations	533	533	499
GroOps Training	3,147	3,147	5,454
Dyslexia Aware Counselling Client Fees	24,887	24,887	23,690
Network Commission	230	230	
Other Receipts	312	312	
Total Receipts	41,733	41,733	38,775
<u>Payments</u>			
Coordinators Fees	9,855	9,855	10,000
Administrators Fees	22,320	22,320	18,785
Consultants/Practitioners Fees	20,680	20,680	21,435
Supervision	515	515	2,990
Volunteer Expenses	-	-	384
GroOps Training	606	606	162
Insurance	919	919	1,089
Promotion and Advertising	523	523	68
DBS Services	37	37	300
Professional Fees and Accountancy		-	35
Telephone and Internet	488	488	613
Research/Books & Subscription	325	325	407
Printing and Stationery	653	653	534
Refreshment	172	172	32
Office Expenses	235	235	
Computers/Website	581	581	1,385
Postage/Stamps/Mail	366	366	486
Travel	-	-	12
Total Payments	58,275	58,275	58,717
Net movement in funds	-16,542	-16,542	-19,942
Total funds brought forward	64,212	64,212	84,154
Total funds carried forward	47,670	47,670	64,212

GroOops Dyslexia Aware Counselling
Statement of Assets and Liabilities at the end of 31st December 2018

	2018	2017
	£	£
Current assets		
Cash at bank and in hand	47,670	64,212
	<hr/>	<hr/>
Total net assets	<u>47,670</u>	<u>64,212</u>

Accumulated funds

Funds	(1)	47,670	64,212
		<hr/>	<hr/>
Total cash funds		<u>47,670</u>	<u>64,212</u>

Notes to the accounts

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Funds (1)

	2018	2017
	£	£
Unrestricted	47,670	64,212
	<hr/>	<hr/>
Closing funds	<u>47,670</u>	<u>64,212</u>