

Charity Registration Number: 1168098



GROOOPS

DYSLEXIA AWARE COUNSELLING

A Charitable Incorporated Organisation

Report and Financial Statement

For the period 1st January 2019 to 31st December 2019

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 2019 to 31st December 2019 - Charity Reg. No: 1168098

**We use the term 'Dyslexia' because it is the most common of all Sp.L.D.s (Specific Learning Differences). 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.*

Following on from our cumulative Annual Report of 2018 it has been a busy year. We continue to provide a **much-needed service to the Neuro-diverse community** consisting of 1:1 counselling (face to face and Skype); provision of trainings to professionals and delivery of workshops and presentations throughout the UK. During 2019 we maintained and built on the growth of 2018. 37% of enquiries became referrals and 73% of these became clients. Active clients remain steady at 58 and we have seen a 27% increase in the number of sessions delivered. The average number of sessions per clients has risen from 6.2 in 2018 to 7.8 in 2019.

This year our **advocacy work** was taken up by contributing in the Spring to the **All-Party Political Group for Dyslexia and other SpLDs** at the Palace of Westminster, looking at the 'Human Cost of Dyslexia'. In the summer we provided presentations and workshops to Hampshire County Council's four SENCO conferences working closely with Janet Cornall – General Inspector and SEN adviser. In August we delivered a training workshop with UCL's Department of Student Support and Wellbeing. We also had the pleasure of contributing to the British Dyslexia Association's Yearbook by writing an article on The Emotional Repercussions of Dyslexia; writing for the magazine 'SEN Matters' and publishing several dyslexia specific articles via Counselling Directory.

Our Intro To: The Dyslexia Aware Therapeutic Approach **training workshops** were again filled to capacity in both April and October. Testimonials reflect the positive impact our approach affords our participants. Many joined our growing **Dyslexia Aware Network** <https://www.grooops.org/what-we-do/grooops-dyslexia-aware-counsellor-network/> providing dyslexia aware counselling throughout Greater London and other areas of the UK. Feedback from our counselling services continues to reflect the need and positive outcomes of our work and approach. Increasingly we are referring to our '**Network**' to offer individuals increased avenues to **reasonably priced dyslexia aware counselling**.

Our **main income** has been from client donations, training, presentation fees and workshops. Our primary costs are staff and resources. We have been able to cover a substantial part of our overheads. Although the economy has not been the easiest, we have managed to move towards our goal to be self-sustainable and to cover our annual costs by 2021 whilst continuing to provide all counselling as at reasonable a cost as we can to survive. Making the long-term investment of updating of our computer systems (in the sum of £6,294) impacted on our overall accounts. Although we are still working in deficit (£10,774) this is considerably less than last year (£16,500) and had we not made the necessary outlay for computers this deficit would have been £4,500. This reflects well for the future as our practitioner numbers grow and influence increases.

Our gratitude to those who have continued to support us through their annual donations and those who use 'Give as You Live' and 'Amazon Smile' to support our very necessary work.

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
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 0NU

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:

BRIEF HISTORY OF GroOops Dyslexia Aware Counselling:

**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.*

Originally constituted in 2007, in 2014 the original GroOops unincorporated charity undertook a turnkey process to provide all our recognised services under the umbrella of Creative Dyslexia Aware Counselling incorporating Coaching, Groupwork, Training and Supervision, to acknowledge and serve this specialised area of need. In 2016 we became a CIO - GroOops Dyslexia Aware Counselling (GDAC).

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 meet approximately every four months and 3 times in the period 1st January to 31st December 2019:

- 1st April 2019.
- 15th July 2019
- 18th November 2019

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 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 Network of Dyslexia Aware Counsellors and Coaches provide their services from their bases face to face and via Skype worldwide 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 independent network members, one part-time Administrative support worker plus a number of professionals volunteering their time. Our Founder/Director is self-employed and advises on an ad hoc basis in a variety of areas of expertise and delivery. Many of our personnel dedicate some or all 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.

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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:

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. Intro To: 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 CONTENT AND FOCUS OF OUR WORK THIS YEAR - 1st January to 31st December 2019:

CONTINUING PROFESSIONAL DEVELOPMENT

It is our duty of care to remain as up to date as possible with knowledge of interventions and strategies that may enhance our work and to work towards clinical excellence in our field. We have attended several trainings this year to upskill our senior leadership, the contents of which were then cascaded down and included in our programme as appropriate to our own participants and network of practitioners.

2019 CPD consisted of:

January:	Ego State Therapy – Robin Shapiro
February:	EMDR and PolyVagal theory – EMDR Works
March:	ACT Acceptance and Commitment Therapy – Joe Oliver
October:	Rewind Therapy – David Muss ACT Intermediate – Joe Oliver

PRESENTATIONS

APRIL –

APPG – 24th

We were invited to participate in the BDA's Dyslexia All Parliamentary Group (APPG). The Dyslexia APPG is a cross party and cross house group chaired by Sharon Hodgson MP. The aim is to provide an opportunity to highlight and discuss areas of concern; a way of linking particular interest groups with politicians. The broad theme of "The Cost of (not supporting) Dyslexia", was further broken down into sub-topics of the Human, Social and Educational cost. We contributed to the first session facilitating discussion of the impact on mental health and wellbeing of dyslexia.

<https://www.bdadyslexia.org.uk/news/all-party-parliamentary-group-for-dyslexia-and-other-splds-releases-first-of-its-kind-report-looking-at-the-human-cost-of-dyslexia>
<https://cdn.bdadyslexia.org.uk/documents/Final-APPG-for-Human-cost-of-dyslexia-appg-report.pdf>

JUNE/JULY

4 x SENCo conferences for Hampshire County Council.

CONTENT:

The Workshop:

Addressing 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 will address the way the often-overlooked secondary presentations of dyslexia can impact on the emotions. This is particularly relevant for parents and teachers of dyslexic children as the origin of many of the emotional repercussions are rooted in the first decade of the life course. The talk will explain how and what can be done to ameliorate distress, nurture a sense of self-confidence and self-esteem and work towards an integrated sense of dyslexic identity.

Background:

10% of the population is thought to be dyslexic with about 4% being severely so. It is probably a lot more. 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. It's not!

Starting with the vulnerable school years, many have spent a lifetime feeling confused and frustrated by their seeming inability to achieve their potential, classifying themselves as mad, bad and sad amongst a raft of punitive labels. Whatever the age, they may have experienced feelings of shame and embarrassment and suffer from a generalised sense of anxiety that they can't quite put their finger on, and which never seems to go away. This can affect all areas of life from personal and peer group, to education/work relationships, family/parenting, and impacts on self-confidence, self-esteem and the ability to build resilience.

Feedback:

“Pennie provided a professional and knowledgeable presentation to a wide range of delegates whose experience varied from a few weeks to 15 years or more. She was able to adapt and pitch her presentation to the needs of different delegates, engaging them in activities in an empathetic way. Some of the areas discussed challenged delegate’s thinking, and although this at times made it difficult, Pennie dealt with their fears in a caring and considerate way. I found Pennie to be a consummate professional, who went out of her way to support me as the organiser of the SEN Conferences. Due to illness, one of our presenters was unable to attend two of the sessions, and Pennie kindly stepped in without any preparation, which I know is not ideal with her own difficulties with dyslexia. I have thoroughly enjoyed listening to Pennie and have learnt a great deal from her, not only on a professional level, but also on a personal level. I would welcome the opportunity to work with her again and wish her every success with her charity GroOops in the future.”

Janet Cornall – General Inspector/Adviser SEN

Secondary quotes from delegates

‘Loved it, loved, it loved it!’

‘Such an interesting morning. The content made me suddenly make many links I’d not made before.’

‘Enlightening.’

Primary quotes from delegates

‘Engaging, informative’.

‘Interesting learning about lived experience as well as scientific approach.’

‘Very thought provoking.’

‘Interesting to get a different perspective and understand from the point of view of a dyslexic child.’

‘Very knowledgeable and interactive speaker who engaged all of the attendees well.’

‘Inspirational speaker who is obviously passionate about her topic.’

‘I enjoyed this session, a different approach to understanding dyslexia – neurodiversity.’

AUGUST

University College London

UCL Student Support and Wellbeing

CONTENT:

An introduction to the dyslexia aware therapeutic approach.

One-day Intensive Workshop:

Skills gained: An understanding of the link between emotional wellbeing and SpLD’s.

A day full of highly experiential skills training, role play, case studies and live supervision demonstrations putting into practice the theory gained. Delivered in a

non-clinical and relaxed manner this workshop encourages professionals to explore the potential emotional repercussions of neurodiversity as well as learning to consider their own self-care and wellbeing. Topics covered will include aspects of psychology, philosophy, neuroscience, coaching strategies, role-playing, mindfulness, psychoeducation, discussion, presentations and supervision.

INTRO TO: TRAININGS

APRIL 10/11/12th and OCTOBER 21/22/23rd 2019

INTRO TO: THE DYSLEXIA AWARE THERAPEUTIC APPROACH.

(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.*

'Intro To:' 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.

Both training workshops in April and October 2019 were filled to capacity with all participants wishing to join the Dyslexia Aware Emotional Wellbeing and Counselling Network.

SAMPLES OF 2019 FEEDBACK

"This was the most amazing course. It had depth, width, expertise, information and discussion; all delivered in an atmosphere of safety, kindness and curiosity. Pennie cannot be praised enough for her erudite focussed, and often humorous, delivery of the material, which left us all wanting more in the future." (JO)

"It was a very good course. I was fully concentrating on what was being said and explained throughout the entire course. Usually when I attend a course, there are some aspects that might make my concentration wain slightly - but not with this one! Pennie was inspirational and it almost felt like chatting to friends about something we all felt passionately about – all

learning as we went along. I feel very privileged to have had the opportunity to do this course.” (JA)

“It was brilliant. Thoroughly enjoyable. Even the times when I felt quite challenged to do something. I liked exploring how it felt and to relate that to other people in a safe environment. Pennie brought the whole area of neurodiversity to life in such a positive way. I found it personally very helpful, insightful and inspirational. It has motivated me to use what I already know but wasn’t confident enough to use. It was a wonderful house and garden to be in too. I loved the shared experiences and the wisdom of the group which Pennie facilitated so well. And I loved being a pink flamingo and will grow into Danger Mouse in the classroom!.” (KC)

ARTICLES

Throughout the year our Director has written a number of articles and chapters as follows:

The British Dyslexia Association Dyslexia Handbook 2019; “*Understanding and supporting the emotional repercussions of dyslexia*” (pages 116 – 119).

SEN Matters – Feb 2019 Spring Edition. “*Dyslexia Aware Counselling – Why, What and When*”.

“*The Human Cost of Dyslexia*”: April 2019 Written to support the APPG Report. Published via Counselling Directory [The Human Cost of Dyslexia](#)

“*What you need to know if you care about someone with dyslexia*”: - July 2019
Written in response to several client enquiries regarding how someone could best be supported. Published via Counselling directory [What you need to know if you care about someone with dyslexia](#)

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SOCIAL MEDIA

We maintain an active presence on LinkedIn, Facebook, Instagram and Twitter

COUNSELLING:

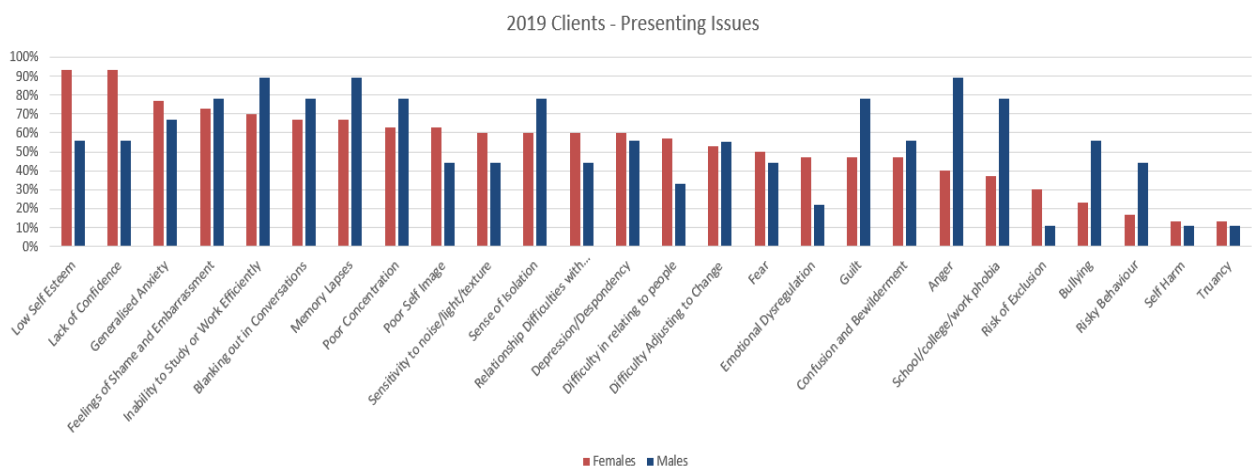
Overview: We have seen a steady growth in the number of enquiries and new business over the last few years. During 2019 enquiry activity dropped slightly by 1.4% compared with 2018 as did referrals and new clients. However, there continues to be healthy levels of conversion between all stages with 37% of enquiries becoming referrals and 73% of these becoming clients. This indicates that strong processes are in place from the point of enquiry.

Clients and Sessions: Both the GroOops Dyslexia Aware Network and the flexibility of Skype sessions have continued to offer a growing and accommodating option. All these innovations supported the service during 2019 with the number of active clients remaining steady at 58 and with a 27% increase in the number of sessions delivered in comparison to 2018. The average number of sessions per client has risen from 6.2 in 2018 to 7.8 in 2019.

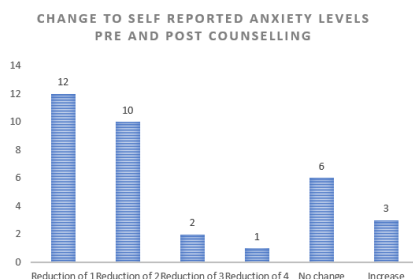
Putting clients within reach: Offering clients a variety of ways of engaging with the counselling service makes it less location dependent. The table below shows the numbers of client choices and the number of sessions for the different modalities.

Client session choices	Clients	Sessions
Face2Face only	22	181
Face2Face and Skype	1	8
Skype only	12	60
Network only	21	199
Supervision	2	9
Total	58	457

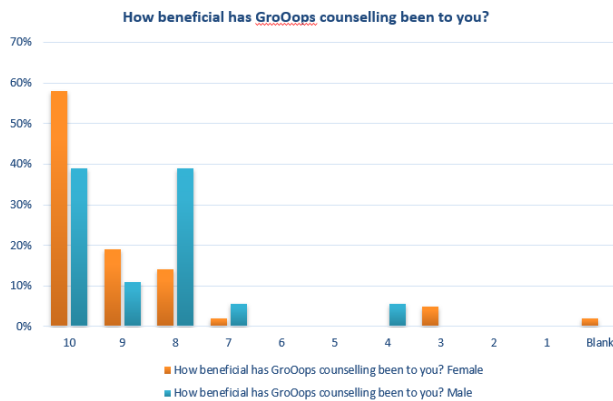
Clients presenting issues: Consistent with previous years, Low Self-esteem (93%), Lack of Confidence (93%) and Generalised Anxiety (77%) are the highest rating issues for females. For males, Inability to Study or Work Efficiently, Memory Lapses and Anger had the highest rating at 89% each. The lowest rating issues for both females and males are Self-harm and Truancy, which is in keeping with data from previous years.



Comparing pre and post anxiety levels for all clients: Data is available for 34 clients who have reported anxiety levels both pre and post counselling. 73% reported a reduction of anxiety by 1 or more levels.

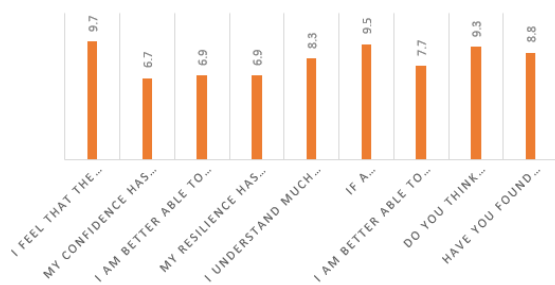


Client feedback – Overall benefits: 54 clients consisting of 36 females and 18 males responded. 58% of females and 39% of males rated GroOops Dyslexia Aware Counselling at 10 out of 10.

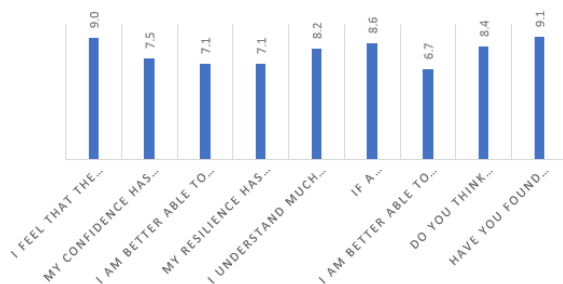


Feedback by gender: Both females and males score highly on feelings of having been listened to and understood with females averaging 9.7 and males 9. The other higher scoring statements for females were “*would recommend to a friend*” at 9.5 and “*coming to GroOops has made a positive difference*” at 9.3. For males the highest average was “*have found GroOops easier to work with than other forms of support*” at 9.1

FEMALE CLIENT FEEDBACK - AVERAGE SCORE OF 1 TO 10

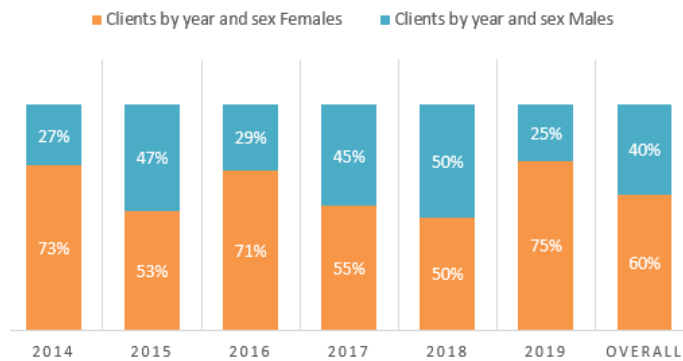


MALE CLIENT FEEDBACK - AVERAGE SCORE OF 1 TO 10

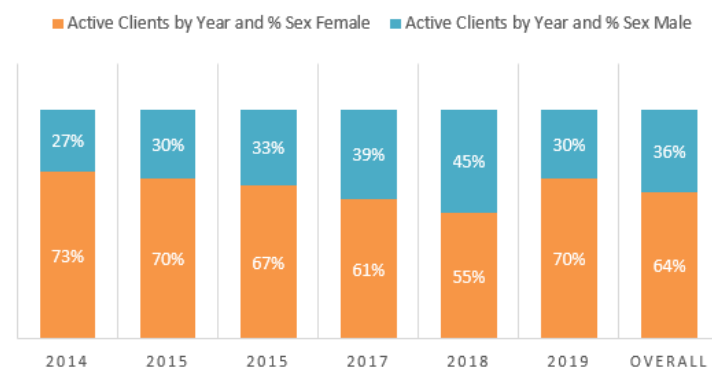


Referrals by year and gender: Over years 2015 to 2018 we have seen a steady increase in the number of male referrals. However, 2019 has seen a decline in these numbers. This drop in male referrals has also been reflected in the number of new male clients in 2019

CLIENTS BY YEAR AND % SEX



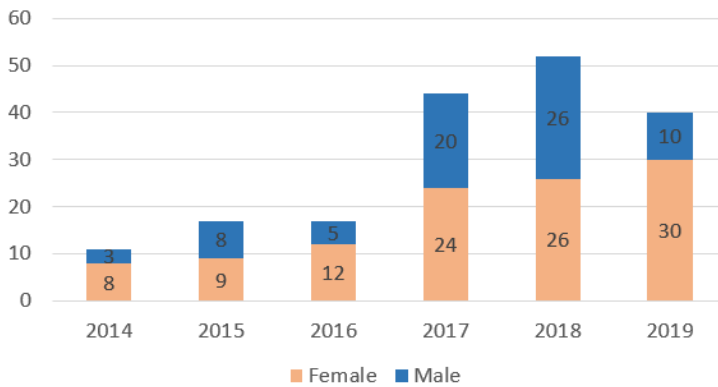
ACTIVE CLIENTS BY YEAR AND % SEX



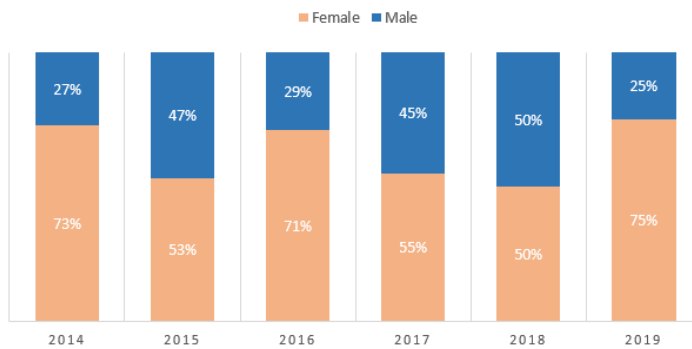
New clients by year and gender

A client is defined as someone who has attended at least one session during the year. The 'new' client is one who has attended their first session in that particular year. While the number of new male clients grew over the last few years, in 2019 we saw a drop with 30 new clients (75%) being female and only 10 male (25%)

new clients by year and sex



NEW CLIENTS BY YEAR AND % SEX



GroOops EMOTIONAL WELLBEING AND COUNSELLING NETWORK

Our Network was launched in September of 2018. Membership is open only to those who have attended our Dyslexia Aware workshops and who fit our membership criteria. Since 2018, enquirers completing the referral form have been asked if GroOops could refer them to the Network. The responses are an early indicator of the potential of the Network to offer individuals increased avenues to low cost counselling.

During 2019, of the 37 referrals to GDAC in total, 32 replied that they would consider being referred to the Network. Of the 25 who became clients, 21 of them had responded 'yes'. Of these 17 became Network clients. This is an indication that individuals referring themselves are receptive to the Network as a concept and as a means of accessing the dyslexia aware service.

In 2019 the Network was active in 13 locations and, in comparison to 2018, we expanded our reach to include Camden/Kings Cross/Central; Southampton and Barnsley, Yorkshire.

LOCATIONS COVERED as at 31st Dec 2019

1. East London - South Woodford
2. South London
3. South East London
4. North London – Stamford Hill
5. North London - Enfield
6. Morden – SM4
7. Kings Cross/Camberwell
8. Camden/Kings Cross/Central
9. Southampton
10. Yorkshire - Barnsley
11. Main Base North London - Finchley
12. Chiswick
13. Surrey

Who can join?

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

The Network is 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 often at reduced costs which is negotiable with the individual counsellor. This referral system means that clinical services are provided by the individual therapist/dyslexia professional - not by GroOops. Every member must have an up to date DBS certificate; maintain valid professional details (such as BACP/NCS/UKCP registration for counsellors); appropriate professional insurance; adequate independent regular clinical supervision as dictated by their professional body. The equivalent is required for other professions such as teachers, tutors, coaches etc.

AGENCIES WHO HAVE USED OUR SERVICES THIS YEAR

British Dyslexia Association
Hampshire County Council
Access to Work
UCL
Imperial

PROJECT AND PLANS FOR NEXT YEAR:

(1st January 2020 to 31st December 2020).

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 can be provided and what can be done about it. We believe that our objective to heighten awareness of the emotional repercussions has reached a significant level. 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 develop 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, and for the foreseeable future, 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.

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).

The Board of Trustees took into consideration and accepted that for the first few years following our turnkey operation our reserves would be impacted as we built up our knowledge base, expertise and reputation for clinical excellence in our speciality of dyslexia aware counselling. This year we have been able to cover a more substantial part of our overheads than in 2018. Although an improvement on last year we are still working in deficit (-£10,774 as opposed to -£16,500 in 2018). A large proportion of this (£6,294) is through the trustees taking a long term view to update our computers and systems. This includes a full five year guarantee (2019 – 2024) on components and service. We still anticipate that by the beginning of 2021 our income will be sufficient to cover our annual costs.

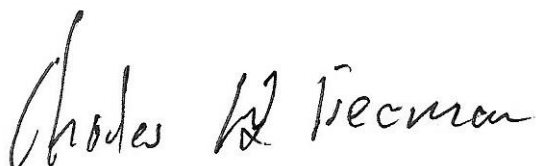
Our primary costs incurred are staff and resources. We keep costs down by employing self-employed/freelance and sessional workers on an ad hoc basis and using volunteers. Income has come in via client fees, donations, presentations and training costs. Total fees paid for counselling services this year reached £21,740. Training income increased from £3,147 in 2018 to £6,245 in 2019 (an increase of over £3,000). Total incoming resources are £52,791 - an increase of over £11,000 on 2018. Total outgoing resources are £63,565 which includes the £6,000 + investment in our computer systems.

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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.

DATE: 18TH June 2020



CHARLES FREEMAN
TRUSTEE and ACTING CHAIR

Independent Examiner's Report on the Accounts

I report on the accounts of Grooops Dyslexia Aware Counselling for the year ended 31 December 2019, which are set out on the following pages

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 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 reviews 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 director and 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.

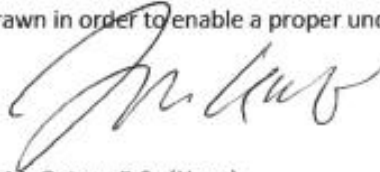
Independent examiner's statement

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



T. M. Gates, B.Sc (Hons)

45 Deanhill Road,

London SW14 7DQ

Date: 31 May 2020

Receipts and Payments Accounts			
For the year ended 31 December 2019			
	Unrestricted	Total Funds	Total Funds
	Funds	2019	2018
	£	£	£
<u>Receipts</u>			
DWP-Access to work	16,920	16,920	12,624
Donations	698	698	533
GroOps Training	6,245	6,245	3,147
Dyslexia Aware Counselling Client Fees	26,518	26,518	24,887
Network Commission	1,606	1,606	230
Supervision	804	804	-
Other Receipts			312
Total Receipts	52,791	52,791	41,733
<u>Payments</u>			
Coordinators Fees	11,738	11,738	9,855
Administrators Fees	14,018	14,018	22,320
Consultants/Practitioners Fees	21,740	21,740	20,680
Supervision	440	440	515
GroOps Training	3,800	3,800	606
Supervision Delivery	365	365	-
Training	1,132	1,132	-
Presentation	1,000	1,000	-
Insurance	965	965	919
Promotion and Advertising	136	136	523
DBS Services	25	25	37
Professional Fees and Accountancy	40	40	-
Telephone and Internet	521	521	488
Research/Books & Subscription	532	532	325
Printing and Stationery	226	226	653
Refreshment	57	57	172
Office Expenses	143	143	235
Computers/Website	6,294	6,294	581
Postage/Stamps/Mail	396	396	366
Total Payments	63,565	63,565	58,275
Net movement in funds	-10,774	-10,774	-16,542
Total funds brought forward	47,670	47,670	64,212
Total funds carried forward	36,896	36,896	47,670

**GroOops Dyslexia Aware Counselling
Statement of Assets and Liabilities at the end of 31st December 2019**

	2019	2018
	£	£
Current assets		
Cash at bank and in hand	36,896	47,670
Total net assets	<u><u>36,896</u></u>	<u><u>47,670</u></u>
Accumulated funds		
Funds	1 36,896	47,670
Total cash funds	<u><u>36,896</u></u>	<u><u>64,212</u></u>

Notes to the accounts

Funds	2019	2018
	£	£
Unrestricted	36,896	47,670
Closing funds	<u><u>36,896</u></u>	<u><u>47,670</u></u>