

JUST KIDDING

England & Wales - Charity number 1186598

Details

Status Registered

Legal form Other

Registered 2019-11-26

Register [View on the Charity Commission register](#)

Contact

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London
E5 9HR

Phone 02084424275

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Activities

Objects: (I) TO PROVIDE OR ASSIST IN THE PROVISION OF FACILITIES IN THE INTERESTS OF SOCIAL WELFARE FOR RECREATION OR OTHER LEISURE TIME OCCUPATION OF INDIVIDUALS WHO HAVE NEED OF SUCH FACILITIES BY REASON OF THEIR AGE, INFIRMITY OR DISABILITY, FINANCIAL HARDSHIP OR SOCIAL CIRCUMSTANCES WITH THE OBJECT OF IMPROVING THEIR CONDITIONS OF LIFE.(II) TO ADVANCE EDUCATION AND TRAINING IN SUBJECTS WHICH DEVELOP THE CAPACITY AND SKILLS OF THE PARTICIPANTS IN SUCH A WAY THAT THEY ARE BETTER ABLE TO IDENTIFY, AND HELP MEET, THEIR NEEDS AND TO PARTICIPATE MORE FULLY IN SOCIETY.

Activities: Enhancing learning, social and living skills of children with social deficits from underprivileged homes. Our program is individualised to fit each child's need so that they can reach their potentials. We offer social skills play-scheme, after school club and summer project which harnesses communication skills. We help children and young people have a voice, understand others and feel understood.

Classification

- **How:** Provides Services, Provides Advocacy/advice/information
- **What:** Education/training, Disability, Recreation
- **Who:** Children/young People

Geography

- Hackney
- Haringey

Finances

Period end	Income	Expenditure	Assets	Employees
2024-10-31	£115,279	£89,590	-	-
2023-10-31	£115,072	£122,392	-	-
2022-10-31	£93,230	£89,855	-	-
2021-10-31	£127,675	£107,906	-	-
2020-10-31	£28,597	£22,745	-	-

Trustees

Name	Role	Appointed
SOLOMON BERKOWITZ	Chair	2019-02-18
DAVID SCHREIBER		2019-02-18
Feige Krausz		2018-07-05

JUST KIDDING

England & Wales - Charity number 1186598

Accounts



THE
GIFT
in Every Child

JUST KIDDING 2024

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Legal and Administrative

TRUSTEES:

David Schreiber
Feige Krausz
Solomon Berkowitz

ADMINISTRATION ADDRESS:

29 Knightland Road
London E5 9HR

CHARITY NO:

1186598

INDEPENDENT EXAMINER:

C Weberman
Stamp It Ltd
44 Fairholt Road
London N16 5HW

BANKER:

Barclays Bank Plc
1 Churchill Place
London E14 5HP



This year, we created the best version of Just Kidding to effectively meet the needs of children and their families. Where we lacked resources or scope, we collaborated with other organizations to share resources, refer children, and, importantly, keep learning.

Our theme this year is that every child is a gift. Just as gifts come in different wrappings, so do children, each bringing unique qualities and potential. Our mission is to unwrap these layers and reveal the wonderful gifts inside. Through robust planning and preparation, we aim to equip children to brave challenges and reach further.

The formative years of childhood significantly influence who we become as adults. Early experiences shape our preferences, views, and even brain development. Growing up without basic needs or a secure and happy home can have debilitating and long-lasting effects. However, one caring adult can make all the difference for a child who has experienced adverse childhood experiences or trauma. Our mentors are doing incredible work, offering guidance, support, and encouragement when it is needed most.

Mentoring is an invaluable resource, providing children with positive role models who help shape their lives and ensure they reach their full potential. Our mentors are lifelines, offering the kind of support that can turn challenges into opportunities.

Message of the Chair

To our donors, thank you. You are inundated with worthy requests, yet you placed your trust in us and chose to invest in an organization that cares deeply about young people. Your wise investment has made a significant difference. Some children may face every “dis” or “dys” challenge now, like disadvantaged, dysregulated, or distressed, but with the right support, they can surmount these challenges and transition into adulthood as confident winners.

Your tremendous support has meant that worries about whether our full range of services would survive were curtailed. Despite financial difficulties, we managed to gradually replenish our reserves and sustain our existing offerings. Thank you for standing with us and for believing in the potential of every child. Together, we continue to unwrap the unique gifts each child brings to the world, celebrating their individuality and fostering their growth.

At Just Kidding, while we value the sentiment that “it’s the thought that counts,” we also need tangible support to make a difference. Your monetary gifts empower us to provide essential services to children in need. Thank you for considering how you can turn your thoughts into impactful action.

Rose Berkowitz



CITY BRIDGE
FOUNDATION



the orp foundation

Why We Exist



Have you ever chuckled at a hilariously off-target Google Translate moment?

It can be amusing as a one-time occurrence, irritating when occurring more frequently, but imagine if every attempt at communication felt like relying on that unpredictable tool. Now, picture a child with ESOL in a classroom; or a child familiar with the language but grappling with non-verbal cues and relative language or expressions due to autism. For them, the frustration and isolation go far beyond mere annoyance. Every misunderstood word or missed expression becomes a barrier to connection and understanding. At Just Kidding, we recognize these challenges and strive to provide tailored support, helping children overcome communication barriers and thrive in social settings. Together, we can create inclusive environments where every child feels valued, understood, and empowered to express themselves authentically.

Every child is gifted; we say it very often. How often do we believe it? Finding a child's strengths can sometimes be the most difficult and frustrating part of our job. You see, for some children, their outward selves can mask their inner beauty through such things as learning or behavioral challenges, language barriers. Just Kidding advocates for children with communication barriers such as ESOL, autism, hearing loss and helps parents, schools, and other children untie the knots and tape and unwrapping the gift in every child. **included, valued, and heard.**

Just Kidding envisions a world where every child is heard, understood, and empowered to belong—growing into adulthood with confidence, purpose, and voice.

VISION

Just Kidding takes childhood very very seriously. We help children communicate so that they are included, valued, and heard.

MISSION



Our Aims

1

Strengthening communities by supporting young people to be tolerant, expressive, responsible citizens

2

Enabling young immigrants with language barriers and children with communication barriers to better face the challenges of life

3

Giving children young people a safe exciting place to go to have fun, build their social networks and support their personal development



Good Governance

Our governance structure ensures responsible, sustainable operations, fostering an inclusive, equitable environment and maintaining ethical standards while managing risks. At the core is a Board of Trustees consisting of the Chair, Treasurer, and Secretary, all with lived experience relevant to our mission. The Chair oversees board activities and governance, the Treasurer manages financial oversight and budgeting, and the Secretary maintains records and compliance.

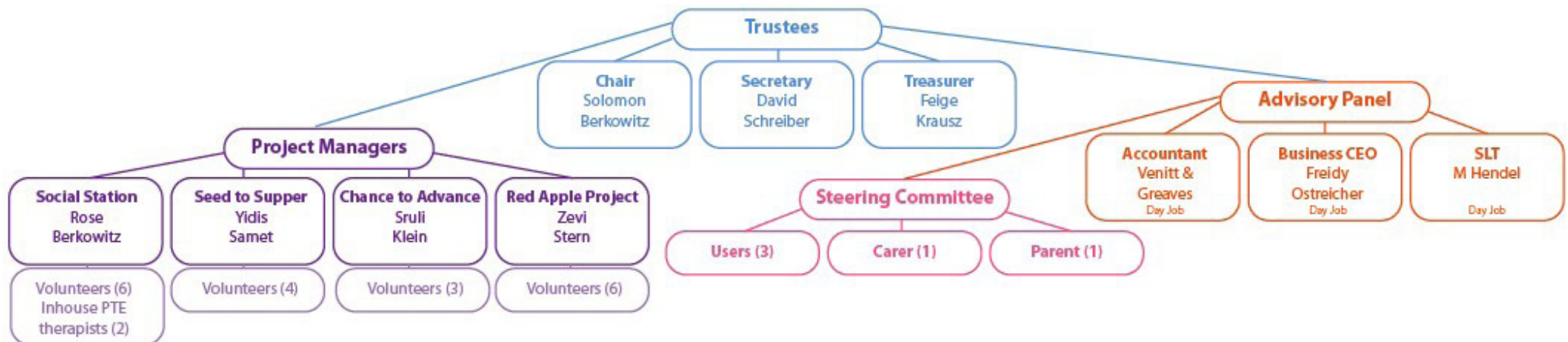
The Board is supported by an Advisory Panel comprising an Educational Psychologist, Speech and Language Pathologist, and Business Advisor. They provide expert insights on educational strategies, communication development, and business sustainability.

We also have a Steering Committee called the Stakeholders Session, where service users, carers, parents, and teachers can join trustee meetings and run focus groups. This

participatory approach ensures our governance is inclusive and responsive to community needs.

Each project is led by a Project Lead supported by volunteers accountable to a Project Manager. The Project Manager oversees projects and reports to the Administrator, who is accountable to the Trustees, ensuring clear responsibility and oversight.

We commit to fostering an inclusive workplace, promoting safety and well-being, and supporting skills development and career advancement. By measuring and reporting our progress, we ensure accountability, helping our stakeholders evaluate our impact and demonstrating our commitment to delivering sustainable, long-term value.



Social Station



Social Station is our afterschool program tailored for 45 children (ages 3–11) with ASD, including those not yet diagnosed but displaying indicators and awaiting assessment, along with cases featuring distinct but inconclusive assessments. These encompass children exhibiting some, but not sufficient, autism features, falling just short of a definitive diagnosis threshold. Co-morbid difficulties include sensory challenges, anxiety, or communication difficulties. Guided by a Speech and Language therapist, Play therapist and supported by student volunteers, our approach emphasizes mixed-age groups to foster leadership and confidence in each child.

The overlap between communication challenges and mental health is especially significant for children attending Social Station, as the nature of the program caters to those aged 3–11 exhibiting signs of autism, sensory challenges, anxiety, or communication difficulties.

Children enrolled in Social Station often grapple with communication difficulties, making it challenging for them to identify and name emotions. This limitation extends beyond linguistic barriers, affecting their ability to convey feelings, needs, and experiences to others effectively. The frustration stemming from an inability to communicate emotions can contribute to heightened levels of anxiety among these children. Difficulties in forming connections and participating in group activities can lead to a sense of exclusion, impacting their overall social and emotional well-being. Beyond traditional speech and communication activities, our sessions incorporate targeted exercises to improve impulse control, executive functioning, and social-emotional skills. Certified facilitators and dedicated volunteers ensure a supportive environment.

We actively collaborate with local schools and caseworkers and health visitors to identify and support children facing economic hardships, promoting inclusivity and accessibility. Social Skills Group is held Monday to Thursdays from 4–6 pm and includes a light afterschool snack.

Just Kidding is well-placed to meet the needs of the community due to our community-driven approach. Through extensive engagement and feedback mechanisms, we've developed a deep understanding of the challenges local families face. Given our profound understanding of these children, coupled with the trust they place in us, our keen awareness of their concerns becomes instrumental. This is critical in identifying subtle signs of distress promptly, and the established trust facilitates effective support when they require assistance. Our existing programs have already demonstrated success in providing mentorship and support, leading to improved confidence and academic performance among participating children.



WHEN I TALK MY SENTENCES
 come out awkward, I mix up
 words, I get tongue tied, I say the
 opposite of what I mean, and I
 have trouble thinking of what I
 want to say. Is there something I
 could do?"

Gella, 11



MUSIC SOCIAL ROCKS.

It's the highlight of my week."

Debbie, 8



Chance to Advance

We support teens and school leavers who will not pursue further education as they have struggled extensively in school with literacy and communication due to disabilities, family backgrounds, immigration, etc.

We will also engage 14–18-year-olds in between schools due to truancy, absenteeism, suspension, or immigration status. These young people could be classed as NEET and endure multiple challenges. The Chance to Advance program was created to demonstrate that young people can learn and move towards independence and successful inclusion in the community. Target skills are designed to provide each individual with the opportunity to acquire and advance skills in the areas of:

FUNCTIONAL LITERACY SKILLS

Course and 1–1, for immigrants who are out of school-14–19 and for children who are in between schools (suspended, or long-term school refusal) as well as for school leavers who have not attained a passing grade in their English GCSE'S and young people with disabilities.

SOCIAL COMMUNICATION LITERACY

Social communication literacy: Social etiquette, work ethic, and communication skills for the workplace workshop.

GETTING AROUND SKILLS

Getting Around Skills: Learning to navigate public transportation, basic directional skills, etc.

BYTESIZE DIGITAL LITERACY

In addition to basic literacy training, we will offer a range of IT Literacy courses that are prerequisites for any job and day-to-day living.

This course is modified for learners with disabilities and language barriers and groups are kept to a maximum of 5 students per trainer. Starting and Shutdown computers, creating a new user, Installing new software introduction to the Internet, Browsing and searching websites, Sending and receiving email, Introduction to MS Word, creating a document, writing a formal letter Saving as PDF, Introduction to MS Excel.





CityFarm Kids

Our mission is clear: to provide 80 portions of nutritious, fresh, and wholesome food each week to children who need it the most. Yet, we aspire to go beyond the conventional approach of distributing traditional food parcels which is lifesaving yet can develop dependency for some and for others hurt their dignity. Our vision is transformative, seeking to empower these children not just with sustenance but with a profound connection to the food they consume.

Imagine these children, so cut off from nature, most live in tall, crowded council estates or social housing, actively participating in the process of procuring their meals. Picture them at a local farm, their hands in the soil, learning about the journey from seed to table. This initiative transcends the conventional charity model; it's about instilling a sense of pride and ownership in these children. When they enjoy their meals, we want them to feel a sense of accomplishment, knowing they played a role in bringing that food to their table. Through this initiative, we also hope to nurture a sense of responsibility and appreciation for the journey their potatoes or vegetables took to reach their tables.



Red Apple Project

Project Red Apple wants every child to feast on the tart sweetness and crunch into a juicy apple and other fruits and vegetables daily. It is a program that aims to address the issue of food insecurity and lack of access to fresh fruits and vegetables for children and teens whose families receive food from food banks but rarely enjoy fresh fruit and vegetables. The program is designed especially for families facing acute financial constraints made worse by the cost of living crises.

Project Red Apple delivers fruit and veggie goody bags to children in need. These goody bags are filled with fresh fruits and vegetables and are designed to provide a healthy and nutritious snack or meal option for children and teens. The goody bags are distributed at our afterschool activities and available at selected local groceries free of charge for families in need.

Project Red Apple is the idea and fruits of Toby, a young person attending our Learn to live program. Together with other young people they worked hard to make it happen. And have reaped fruitful results.

They delivered over 700 fruit and veggie goody bags to children in need. Overall, Project Red Apple is an important initiative that helps to ensure that children and teens from families in need have access to the healthy and nutritious food options essential for their physical and cognitive development.



Impact

Liba is 7—bright, articulate, and flying through her reading levels. Because she was doing so well academically, no one thought to look deeper. She didn't qualify for a block of speech and language therapy at Hackney ARK, and her school didn't include it in her EHCP. On paper, she was fine.

But Liba was drooling constantly. Her top would be soaked by mid-morning. She had to change her clothes several times a day, and other children slowly began to back away—physically inching from her, whispering, avoiding sitting next to her. No one meant harm, but she was being left out, and she knew it.

When she came to us, our SLT took a different approach—not focused on what she could say, but how her body was managing everyday functions like swallowing and breathing. With a few gentle techniques, we helped her gain awareness and control.

Liba's top stays dry. She's more comfortable in her body, and no longer feels the shame of standing out for something she couldn't help. She's still the same clever, funny girl—but now she's a little freer to just be herself.

OUTCOMES:

SUSTAINING FRIENDSHIPS

- 85% of participants reported improve friendship skills
- 30 children shared that they made a new friendship at our club



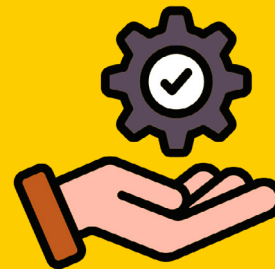
IMPROVING SELF-ESTEEM

- 94% of participants reported improved self-esteem through the Rosenberg Self Esteem Test Model and our Feedback form



OTHER AREAS OF PREDICTED OUTCOMES REPORTED AND EVALUATED INCLUDE:

- Being more responsible and empathetic
- Being able to express difficult feelings
- Navigating social situations successfully



Interacting with peers helps children build social, reciprocal and communicative skills. Through playful activities they learned actively listening, interpreting body language, asking questions, taking turns and other skills that will help them feel comfortable in social and unknown situations.

OUR THEORY OF CHANGE:

In early 2021 we produced our theory of Change, an evaluation framework that outlines our key objectives for children, and the indicators we can use to track progress against these desired outcomes.

We devised this by looking at what is happening in our area in terms of living conditions and social pressures, climate—then the covid-19 related challenges, what young people need in terms of skills and opportunities, and what young people want and enjoy doing out of school. We then looked at our capabilities and what we want to achieve as an organization.

Children are referred to us by their teachers, school sencos, mentors, therapists and social workers.

12 children have dyslexia or other significant literacy difficulty.

8 children are on the ASD spectrum

11 children have ADHD

3 children have dyspraxia

7 immigrant children

12 have other Sen needs (mild to moderate)

18 struggle with social anxiety

12 with other emotional/mental health challenge

18 come from complex backgrounds and families



In Numbers

80



Creative Expressions Sessions

42

Milestone Moments

6

Transformational Projects

120

After-School Club Sessions

112

Social Stories Acted Out

52



Less Dustbin Bags Than Last Year

29



Flower/Plant Pots Blooming Well

300

Portions Healthy Snacks & Meals

32

Youthworker Mentors Paired

Interview with Goldy

"I could've been the wall"



Goldy, can you describe what life was like for you before joining Social Station?

I felt invisible most of the time. At school, I'd be by the register, about to answer, and my friends would just moan out "present" for me. Like I didn't need to exist. I could've been the wall or the sharpener—maybe then I'd be noticed.



That sounds incredibly isolating. What do you think contributed to that feeling?

I have a mild stutter and a harder time finding words, especially when I'm nervous. And my accent has an edge—my parents are Polish and Russian immigrants, and English isn't our first language. I'd get stuck in sentences, or mix things up, and people would either talk over me or pretend it didn't happen. It just made me want to stay quiet.



How did you get connected with Social Station?

My teacher referred me. I think she noticed I was struggling socially—drifting. I started attending once a week. I didn't expect much at first, but honestly, it changed everything.



What was different about Social Station?

The first thing I noticed was that no one was trying to be better than anyone else. No one cared who had the best clothes or the best grades. There wasn't that pressure to prove yourself. We didn't even know each other that well at first, but we really cared about each other. Like, truly wanted each other to succeed.



That kind of culture can be rare. How did it help you personally?

I wasn't scared to speak up there. Even if I stuttered or took time to find the right words, no one rushed me. The facilitators encouraged us to hold space for each other. That meant listening properly, not interrupting, and rooting for each other. Success became a group thing. We helped and held it for each other.



What kinds of skills did you develop?

Communication, definitely. I learned how to say what I feel without panicking, how to listen without fixing or judging, how to speak kindly but firmly. We did roleplays that helped in real life—like standing up for yourself, setting boundaries, or asking for help. I learned how to read group dynamics and support others, too.






And how do you feel now?

I feel more... grounded. Like I take up space in a good way now. I didn't just find my voice—I learned to trust it. And that's something I'll carry with me always.



Barriers Young People Face and How We Respond

Barrier Young People Face	How We Respond
 Food insecurity affecting energy, concentration, and wellbeing	
<p>Our monitoring and link workers identified a rise in children attending sessions hungry or low in energy.</p>	<p>We provide after-school snacks and are working toward funding a light supper service. We also refer families to local food hubs and check in on wellbeing during sessions.</p>
 Anxiety about global conflict, safety, and social unrest	
<p>We've seen increased anxiety among children—especially those from mmigrant backgrounds or with existing emotional health needs (18 children live with social anxiety; 12 with other emotional/mental health challenges).</p>	<p>We use trauma-informed Prevent workshops, create space for open discussions, and teach emotional regulation and safety tools. Our therapist also draws on DBT techniques to support mood regulation.</p>
 Social isolation and difficulty forming or maintaining friendships	
<p>Many participants—especially those with ASD, ADHD, or anxiety—struggle to make or keep friendships. 18 of our regular attendees come from complex family backgrounds where social support is limited.</p>	<p>We build connection through structured peer-led activities, team-based projects, and guided social skills groups. also developed a tailored resource guide for children with sensory needs and autism, helping families access inclusive recreational activities in their community. This guide lists local soft play centres, trampolining parks, and swimming pools that offer dedicated sessions for children with SEND. These sessions are typically quieter and more structured.</p>

TRUSTEES REPORT

The financial statements have been prepared in accordance with the accounting policies set out in note 1 to the financial statements and comply with the charity's governing document, the Charities Act 2011 and "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (effective 1 January 2019).

OBJECTIVES AND ACTIVITIES

Objectives and aims

The principal objectives of the charity are:- provision of facilities in the interests of social welfare for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their age, infirmity or disability, financial hardship or social circumstances with the object of improving their conditions of life, and- to advance education and training in subjects which develop the capacity and skills of the participants in such a way that they are better able to identify, and help meet their needs and to participate more fully in society.

Public benefit

The Trustees have taken due heed of their obligations relating to Public Benefit Duty affecting charities, as well as to their obligations under the Equalities Act 2010. The Trustees are satisfied that they meet their obligations.

ACHIEVEMENT AND PERFORMANCE

The charity is dependent on income from voluntary donations and grants. Total incoming resources during the year were £115,279 (2023: £122,445.) Charitable expenditure amounted to £89,589 (2023: £122,392.)

FINANCIAL REVIEW

Reserves policy

The charity's policy is to maintain reserves equivalent to at

least 3 months of core running costs. This level of reserves is intended to provide financial stability, ensuring that the charity can continue its essential operations in the event of unexpected funding shortfalls or unforeseen expenses. This level of reserves has been maintained throughout the year. The Reserves Policy is reviewed annually to ensure it remains appropriate for the charity's needs and circumstances

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing document

The charity is a trust governed by its declaration of trust, dated 19 March 2019.

The trustees who served during the year and up to the date of signature of the financial statements were:

David Schreiber
Feige Krausz
Solomon Berkowitz- Chair

The day to day affairs of the Charity are administered by the Board of Trustees. It is not currently the intention of the Trustees of the Charity to appoint new trustees. Should the situation change in the future, the Trustees will apply suitable recruitment and training procedures. None of the trustees has any beneficial interest in the charity.

The trustee report was approved by the trustees and is signed on its behalf by:


Mr S Berkowitz
Trustee

INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF JUST KIDDING

I report to the trustees on my examination of the financial statements of Just Kidding Trust (the charity) for the year ended 31 October 2024.

Responsibilities and basis of report

As the trustees of the charity you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011 (the 2011 Act). I report in respect of my examination of the charity's financial statements carried out under section 145 of the 2011 Act.

In carrying out my examination I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act.

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

- 1) accounting records were not kept in respect of the charity as required by section 130 of the 2011 Act; or
- 2) the financial statements do not accord with those records; or
- 3) the financial statements do not comply with the applicable requirements concerning the form and content

of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the accounts give a true and fair view which is not a matter considered as part of an independent examination.

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the financial statements to be reached.

C.B. WEBERMAN

**C Weberman
Stamp It Ltd
44 Fairholt Road
London N16 5HW**

11 June 2025

**STATEMENT OF FINANCIAL ACTIVITIES
FOR THE YEAR ENDED 31 OCTOBER 2024**

Notes:	2024	2024	2024	2023
	Unrestricted	Restricted	Total	Total
	£	£	£	£
Income and endowments from				
Donations and legacies	3	<u>35,108</u>	<u>80,171</u>	<u>115,279</u>
Expenditure on charitable activities				
Charitable activities	4	7,983	80,171	121,168
Support costs		1,435	1,435	1,224
Total		<u>9,418</u>	<u>80,171</u>	<u>89,590</u>
Net Income / (Expenditure)		<u>25,690</u>	<u>0</u>	<u>25,689</u>
Reconciliation of funds				
Total funds bought forward		25,675	3,374	29,049
Total funds carried forward		<u>51,365</u>	<u>3,374</u>	<u>29,049</u>

**STATEMENT OF FINANCIAL POSITION
AS AT 31 OCTOBER 2024**

	Notes	2024 UNRESTRICTED £	2024 RESTRICTED £	2024 TOTAL £	2023 TOTAL £
Current Assets					
Cash at bank		52,114	3,374	55,488	29,949
Current Liabilities					
Accruals	5	(750)		(750)	(900)
Net Current Assets		<u>51,364</u>	<u>3,374</u>	<u>54,738</u>	<u>29,049</u>
Net Assets		<u>51,364</u>	<u>3,374</u>	<u>54,738</u>	<u>29,049</u>
Fund Analysis:					
Restricted funds				3,374	3,374
Unrestricted funds				<u>51,364</u>	<u>25,675</u>
Total funds				<u>54,738</u>	<u>29,049</u>

The financial statements were approved by the trustees on 11 June 2025

Mr S Berkowitz
Chair



1 Accounting policies

Charity information

The charity is an unincorporated charity governed by its trust document.

1.1 Accounting convention

The financial statements have been prepared in accordance with the charity's governing document, the Charities Act 2011, FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" ("FRS 102") and the Charities SORP "Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)" (effective 1 January 2019). The charity is a Public Benefit Entity as defined by FRS 102. The charity has taken advantage of the provisions in the SORP for charities not to prepare a Statement of Cash Flows.

The financial statements have departed from the Charities (Accounts and Reports) Regulations 2008 only to the extent required to provide a true and fair view. This departure has involved following the Statement of Recommended Practice for charities applying FRS 102 rather than the version of the Statement of Recommended Practice which is referred to in the Regulations but which has since been withdrawn. The financial statements are prepared in sterling, which is the functional currency of the charity. Monetary amounts in these financial statements are rounded to the nearest £.

The financial statements have been prepared under the historical cost convention, modified to include the revaluation of freehold properties and to include investment properties and certain financial instruments at fair value. The principal accounting policies adopted are set out below.

1.2 Going concern

At the time of approving the financial statements, the trustees have a reasonable expectation that the charity has adequate resources to continue in operational existence for the foreseeable future. Thus the trustees continue to adopt the going concern basis of accounting in preparing the financial statements.

1.3 Charitable funds

Unrestricted funds are available for use at the discretion of the trustees in furtherance of their charitable objectives. Restricted funds are subject to specific conditions by donors as to how they may be used. The purposes and uses of the restricted funds are set out in the notes to the financial statements. Endowment funds are subject to specific conditions by donors that the capital must be maintained by the charity.

1.4 Income

Income is recognised when the charity is legally entitled to it after any performance conditions have been met, the amounts can be measured reliably, and it is probable that income will be received. Cash donations are recognised on receipt. Other donations are recognised once the charity has been notified of the donation, unless performance conditions require deferral of the amount. Income tax recoverable in relation to donations received under Gift Aid or deeds of covenant is recognised at the time of the donation. Legacies are recognised on receipt or otherwise if the charity has been notified of an impending distribution, the amount is known, and receipt is expected. If the amount is not known, the legacy is treated as a contingent asset.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 OCTOBER 2024

1.5 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement, and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

1.6 Cash and equivalents

Cash and cash equivalents include cash in hand, deposits held at call with banks, other short-term liquid investments with original maturities of three months or less, and bank overdrafts. Bank overdrafts are shown within borrowings in current liabilities.

Basic financial assets

Basic financial assets, which include debtors and cash and bank balances, are initially measured at transaction price including transaction costs and are subsequently carried at amortised cost using the effective interest method unless the arrangement constitutes a financing transaction, where the transaction is measured at the present value of the future receipts discounted at a market rate of interest. Financial assets classified as receivable within one year are not amortised.

Basic financial liabilities

Basic financial liabilities, including creditors and bank loans are initially recognised at transaction price unless the arrangement constitutes a financing transaction, where the debt instrument is measured at the present value of the future payments discounted at a market rate of

interest. Financial liabilities classified as payable within one year are not amortised. Debt instruments are subsequently carried at amortised cost, using the effective interest rate method. Trade creditors are obligations to pay for goods or services that have been acquired in the ordinary course of operations from suppliers. Amounts payable are classified as current liabilities if payment is due within one year or less. If not, they are presented as non-current liabilities. Trade creditors are recognised initially at transaction price and subsequently measured at amortised cost using the effective interest method.

Financial liabilities are derecognised when the charity's contractual obligations expire, are discharged or are cancelled.

2 Critical accounting estimates and judgements

In the application of the charity's accounting policies, the trustees are required to make judgements, estimates and assumptions about the carrying amount of assets and liabilities that are not readily apparent from other sources. The estimates and associated assumptions are based on historical experience and other factors that are considered to be relevant. Actual results may differ from these estimates. The estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised where the revision affects only that period, or in the period of the revision and future periods where the revision affects both current and future periods. Judgements made by the directors in the application of these accounting policies that have significant effect on the financial statements and estimates with a significant risk of material adjustment in the next year are as follows.



NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 OCTOBER 2024

3 Donations and legacies

	2024	2024	2024	2023	2023	2023
	RF	UF	Total	RF	UF	Total
	£	£	£	£	£	£
Donation		35,108	35,108		33,012	33,012
Grant	79,821		79,821	89,433		89,433
Legacy		350	350			
	<u>80,171</u>	<u>35,108</u>	<u>115,279</u>	<u>89,433</u>	<u>33,012</u>	<u>122,445</u>

RF- Restricted funds

UF- Unrestricted funds

4 Charitable activities

	2024		2023	
	£	£	£	£
Distributions				
Grants to UK charities	1,730		-	
		<u>1,730</u>		<u>-</u>
Charitable projects				
Chance to advance	10,437		4,410	
City Farm Kids	6,040		2,677	
Red Apple Project	13,386		19,331	
Social Station	16,888		15,613	
Summer Camp	39,674		79,137	
		<u>86,425</u>		<u>121,168</u>
Support costs				
Advertising		60		
Accounting		750	900	
legal and professional			324	
Insurance		625		
		<u>1,435</u>		<u>1,224</u>
		<u>89,590</u>		<u>122,392</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 OCTOBER 2024

5 Trustees

None of the trustees (or persons connected with them) received any remuneration or benefits during the year.

6 Employees

The average number of employees was nil (2023: nil).

7 Taxation

The charity is exempt from tax on income and gains falling within section 505 of the Taxes Act 1988 or section 252 of the Taxation of Chargeable Gains Act 1992 to the extent that these are applied to its charitable objects.

8 Related party transactions

There were no disclosable related party transactions during the year (2023 - none.)

9 Disclosures

The comparative figures have been restated, to reflect donations which were previously unallocated.

JUST KIDDING

England & Wales - Charity number 1186598

Accounts



THE
GIFT
in Every Child

JUST KIDDING 2023

Legal and Administrative

TRUSTEES:

David Schreiber
Feige Krausz
Solomon Berkowitz

ADMINISTRATION ADDRESS:

29 Knightland Road
London E5 9HR

CHARITY NO:

1186598

INDEPENDENT EXAMINER:

Venitt and Greaves
Chartered Accountants
115 Craven Park Road
N15 6BL

BANKER:

Barclays Bank Plc
1 Churchill Place
London E14 5HP



This year, we created the best version of Just Kidding to effectively meet the needs of children and their families. Where we lacked resources or scope, we collaborated with other organizations to share resources, refer children, and, importantly, keep learning.

Our theme this year is that every child is a gift. Just as gifts come in different wrappings, so do children, each bringing unique qualities and potential. Our mission is to unwrap these layers and reveal the wonderful gifts inside. Through robust planning and preparation, we aim to equip children to brave challenges and reach further.

The formative years of childhood significantly influence who we become as adults. Early experiences shape our preferences, views, and even brain development. Growing up without basic needs or a secure and happy home can have debilitating and long-lasting effects. However, one caring adult can make all the difference for a child who has experienced adverse childhood experiences or trauma. Our mentors are doing incredible work, offering guidance, support, and encouragement when it is needed most.

Mentoring is an invaluable resource, providing children with positive role models who help shape their lives and ensure they reach their full potential. Our mentors are lifelines, offering the kind of support that can turn challenges into opportunities.

Message of the Chair

To our donors, thank you. You are inundated with worthy requests, yet you placed your trust in us and chose to invest in an organization that cares deeply about young people. Your wise investment has made a significant difference. Some children may face every “dis” or “dys” challenge now, like disadvantaged, dysregulated, or distressed, but with the right support, they can surmount these challenges and transition into adulthood as confident winners.

Your tremendous support has meant that worries about whether our full range of services would survive were curtailed. Despite financial difficulties, we managed to gradually replenish our reserves and sustain our existing offerings. Thank you for standing with us and for believing in the potential of every child. Together, we continue to unwrap the unique gifts each child brings to the world, celebrating their individuality and fostering their growth.

At Just Kidding, while we value the sentiment that “it’s the thought that counts,” we also need tangible support to make a difference. Your monetary gifts empower us to provide essential services to children in need. Thank you for considering how you can turn your thoughts into impactful action.

Rose Berkowitz



Why We Exist



Have you ever chuckled at a hilariously off-target Google Translate moment?

It can be amusing as a one-time occurrence, irritating when occurring more frequently, but imagine if every attempt at communication felt like relying on that unpredictable tool. Now, picture a child with ESOL in a classroom; or a child familiar with the language but grappling with non-verbal cues and relative language or expressions due to autism. For them, the frustration and isolation go far beyond mere annoyance. Every misunderstood word or missed expression becomes a barrier to connection and understanding. At Just Kidding, we recognize these challenges and strive to provide tailored support, helping children overcome communication barriers and thrive in social settings. Together, we can create inclusive environments where every child feels valued, understood, and empowered to express themselves authentically.

Every child is gifted; we say it very often. How often do we believe it? Finding a child's strengths can sometimes be the most difficult and frustrating part of our job. You see, for some children, their outward selves can mask their inner beauty through such things as learning or behavioral challenges, language barriers. Just Kidding advocates for children with communication barriers such as ESOL, autism, hearing loss and helps parents, schools, and other children untie the knots and tape and unwrapping the gift in every child. **included, valued, and heard.**

Every day should be joyful, growth-orientated, and emotionally safe for all children and young people.

VISION

Just Kidding takes childhood very very seriously. We help children communicate so that they are included, valued, and heard.

MISSION



Good Governance

Our governance structure ensures responsible, sustainable operations, fostering an inclusive, equitable environment and maintaining ethical standards while managing risks. At the core is a Board of Trustees consisting of the Chair, Treasurer, and Secretary, all with lived experience relevant to our mission. The Chair oversees board activities and governance, the Treasurer manages financial oversight and budgeting, and the Secretary maintains records and compliance.

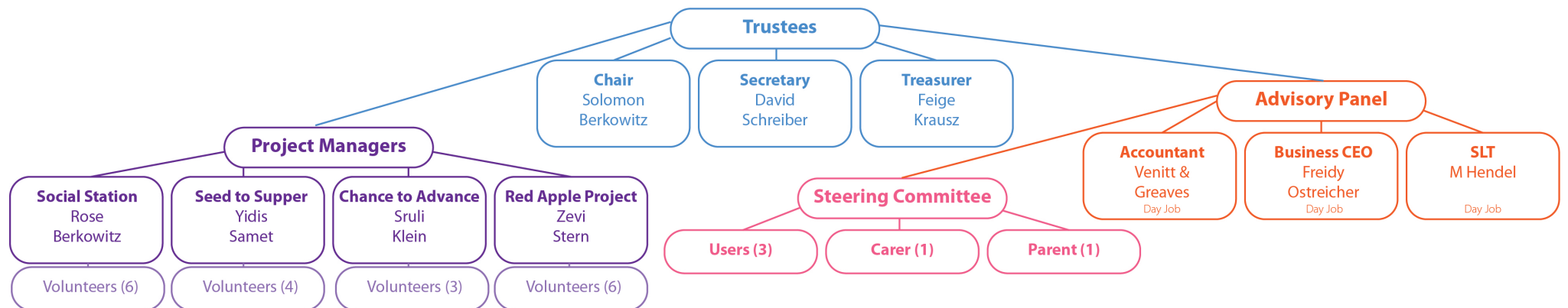
The Board is supported by an Advisory Panel comprising an Educational Psychologist, Speech and Language Pathologist, and Business Advisor. They provide expert insights on educational strategies, communication development, and business sustainability.

We also have a Steering Committee called the Stakeholders Session, where service users, carers, parents, and teachers can join trustee meetings and run focus groups. This

participatory approach ensures our governance is inclusive and responsive to community needs.

Each project is led by a Project Lead supported by volunteers accountable to a Project Manager. The Project Manager oversees projects and reports to the Administrator, who is accountable to the Trustees, ensuring clear responsibility and oversight.

We commit to fostering an inclusive workplace, promoting safety and well-being, and supporting skills development and career advancement. By measuring and reporting our progress, we ensure accountability, helping our stakeholders evaluate our impact and demonstrating our commitment to delivering sustainable, long-term value.



Social Station



Social Station is our afterschool program tailored for 45 children (ages 3–11) with ASD, including those not yet diagnosed but displaying indicators and awaiting assessment, along with cases featuring distinct but inconclusive assessments. These encompass children exhibiting some, but not sufficient, autism features, falling just short of a definitive diagnosis threshold. Co morbid difficulties include sensory challenges, anxiety, or communication difficulties. Guided by a Speech and Language therapist, Play therapist and supported by student volunteers, our approach emphasizes mixed-age groups to foster leadership and confidence in each child.

The overlap between communication challenges and mental health is especially significant for children attending Social Station, as the nature of the program caters to those aged 3–11 exhibiting signs of autism, sensory challenges, anxiety, or communication difficulties.

Children enrolled in Social Station often grapple with communication difficulties, making it challenging for them to identify and name emotions. This limitation extends beyond linguistic barriers, affecting their ability to convey feelings, needs, and experiences to others effectively. The frustration stemming from an inability to communicate emotions can contribute to heightened levels of anxiety among these children. Difficulties in forming connections and participating in group activities can lead to a sense of exclusion, impacting their overall social and emotional well-being. Beyond traditional speech and communication activities, our sessions incorporate targeted exercises to improve impulse control, executive functioning, and social-emotional skills. Certified facilitators and dedicated volunteers ensure a supportive environment.

We actively collaborate with local schools and caseworkers and health visitors to identify and support children facing economic hardships, promoting inclusivity and accessibility. Social Skills Group is held Monday to Thursdays from 4–6 pm and includes a light afterschool snack.

Just Kidding is well-placed to meet the needs of the community due to our community-driven approach. Through extensive engagement and feedback mechanisms, we've developed a deep understanding of the challenges local families face. Given our profound understanding of these children, coupled with the trust they place in us, our keen awareness of their concerns becomes instrumental. This is critical in identifying subtle signs of distress promptly, and the established trust facilitates effective support when they require assistance. Our existing programs have already demonstrated success in providing mentorship and support, leading to improved confidence and academic performance among participating children.



WHEN I TALK MY SENTENCES
 come out awkward, I mix up
 words, I get tongue tied, I say the
 opposite of what I mean, and I
 have trouble thinking of what I
 want to say. Is there something I
 could do?"

Gella, 11



MUSIC SOCIAL ROCKS.

It's the highlight of my week."

Debbie, 8



Chance to Advance

We support teens and school leavers who will not pursue further education as they have struggled extensively in school with literacy and communication due to disabilities, family backgrounds, immigration, etc.

We will also engage 14–18-year-olds in between schools due to truancy, absenteeism, suspension, or immigration status. These young people could be classed as NEET and endure multiple challenges. The Chance to Advance program was created to demonstrate that young people can learn and move towards independence and successful inclusion in the community. Target skills are designed to provide each individual with the opportunity to acquire and advance skills in the areas of:

FUNCTIONAL LITERACY SKILLS

Course and 1–1, for immigrants who are out of school-14–19 and for children who are in between schools (suspended, or long-term school refusal) as well as for school leavers who have not attained a passing grade in their English GCSE'S and young people with disabilities.

SOCIAL COMMUNICATION LITERACY

Social communication literacy: Social etiquette, work ethic, and communication skills for the workplace workshop.

GETTING AROUND SKILLS

Getting Around Skills: Learning to navigate public transportation, basic directional skills, etc.

BYTESIZE DIGITAL LITERACY

In addition to basic literacy training, we will offer a range of IT Literacy courses that are prerequisites for any job and day-to-day living.

This course is modified for learners with disabilities and language barriers and groups are kept to a maximum of 5 students per trainer. Starting and Shutdown computers, creating a new user, Installing new software introduction to the Internet, Browsing and searching websites, Sending and receiving email, Introduction to MS Word, creating a document, writing a formal letter Saving as PDF, Introduction to MS Excel.





CityFarm Kids

Our mission is clear: to provide 80 portions of nutritious, fresh, and wholesome food each week to children who need it the most. Yet, we aspire to go beyond the conventional approach of distributing traditional food parcels which is lifesaving yet can develop dependency for some and for others hurt their dignity. Our vision is transformative, seeking to empower these children not just with sustenance but with a profound connection to the food they consume.

Imagine these children, so cut off from nature, most live in tall, crowded council estates or social housing, actively participating in the process of procuring their meals. Picture them at a local farm, their hands in the soil, learning about the journey from seed to table. This initiative transcends the conventional charity model; it's about instilling a sense of pride and ownership in these children. When they enjoy their meals, we want them to feel a sense of accomplishment, knowing they played a role in bringing that food to their table. Through this initiative, we also hope to nurture a sense of responsibility and appreciation for the journey their potatoes or vegetables took to reach their tables.



Red Apple Project

Project Red Apple wants every child to feast on the tart sweetness and crunch into a juicy apple and other fruits and vegetables daily. It is a program that aims to address the issue of food insecurity and lack of access to fresh fruits and vegetables for children and teens whose families receive food from food banks but rarely enjoy fresh fruit and vegetables. The program is designed especially for families facing acute financial constraints made worse by the cost of living crises.

Project Red Apple delivers fruit and veggie goody bags to children in need. These goody bags are filled with fresh fruits and vegetables and are designed to provide a healthy and nutritious snack or meal option for children and teens. The goody bags are distributed at our afterschool activities and available at selected local groceries free of charge for families in need.

Project Red Apple is the idea and fruits of Toby, a young person attending our Learn to live program. Together with other young people they worked hard to make it happen. And have reaped fruitful results.

They delivered over 700 fruit and veggie goody bags to children in need. Overall, Project Red Apple is an important initiative that helps to ensure that children and teens from families in need have access to the healthy and nutritious food options essential for their physical and cognitive development.



Impact

We know our service is needed because we can see its real-life benefits for the children we work with. The following case study, written by one of our past volunteers, illustrates how our service directly impacts the children we support: We started working with Becky* in December 2018. When we first met Becky, it was clear she was struggling with emotional regulation and getting on with other children. Becky really struggled to communicate and make eye contact. She was unable to focus and often lashed out physically when she got frustrated or upset. She would never participate in group games and often seemed completely dissociated from her surroundings. It was incredibly rare to see her smile and when she did it appeared to be more of a grimace. Over three months of working with Becky we witnessed a gradual but noticeable change in his behaviour. She slowly began to engage with our volunteers and participate in one on one games. After some time, she started to take part in circle games and activities with other children. She found activities that she really enjoyed doing, especially playdough, Connect 4 (with her own set of rules) and playing running games. Towards the end of our time with becky, she had begun to speak to us. Her transformation is one of the most notable we have seen. She is the perfect example of how the opportunity to play in a safe environment is what children need to process their experiences and build resilience against ongoing challenges.

OUTCOMES:

SUSTAINING FRIENDSHIPS

- 85% of participants reported improve friendship skills
- 30 children shared that they made a new friendship at our club



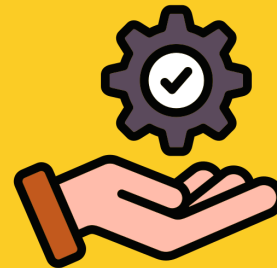
IMPROVING SELF-ESTEEM

- 94% of participants reported improved self-esteem through the Rosenberg Self Esteem Test Model and our Feedback form



OTHER AREAS OF PREDICTED OUTCOMES REPORTED AND EVALUATED INCLUDE:

- Being more responsible and empathetic
- Being able to express difficult feelings
- Navigating social situations successfully



Interacting with peers helps children build social, reciprocal and communicative skills. Through playful activities they learned actively listening, interpreting body language, asking questions, taking turns and other skills that will help them feel comfortable in social and unknown situations.

OUR THEORY OF CHANGE:

In early 2021 we produced our theory of Change, an evaluation framework that outlines our key objectives for children, and the indicators we can use to track progress against these desired outcomes.

We devised this by looking at what is happening in our area in terms of living conditions and social pressures, climate-then the covid-19 related challenges, what young people need in terms of skills and opportunities, and what young people want and enjoy doing out of school. We then looked at our capabilities and what we want to achieve as an organization.

Children are referred to us by their teachers, school sencos, mentors, therapists and social workers.

A breakdown of our users:

12 children have dyslexia or other significant literacy difficulty. 8 children are on the ASD spectrum
 11 children have ADHD
 3 children have dyspraxia
 7 immigrant children
 12, have other Sen needs (mild to moderate)
 18 struggle with social anxiety
 12 with other emotional/mental health challenge
 18 come from complex backgrounds and families



Case Study

Mazel was born in the UK to an immigrant family. She was a wonder child, walking and talking at ten months, sleeping and eating like clockwork, and grasping numbers and ABCs at age three. She even taught her parents to read English. By eight years old, Mazel was overwhelmed with adult responsibilities like filling out school forms, paperwork, and translating for her family. This overwhelming experience forced her to grow up too quickly, creating additional pressure to perform well and meet her family's expectations, leading to stress and anxiety.

Mazel's teacher noticed her struggles and referred her to the Social Station, Her parents were thrilled about this opportunity as it provided Mazel with a constructive activity after school, allowed them to take on extra shifts twice a week, and ensured Mazel had a warm dinner during the sessions.

At the Social Station, Mazel learned to interact more effectively with her peers, developing better listening skills and understanding the importance of taking turns in conversations. She learned strategies to manage her emotions, reducing her stress and anxiety levels. Mazel also began to interpret nonverbal cues, improving her empathy and ability to relate to others.

Mazel became more approachable and less domineering with her peers. Her stress and anxiety levels decreased, contributing to her overall well-being. She built stronger, more meaningful friendships and improved relationships with both peers and adults. Her improved social skills positively impacted her academic performance, and she became more independent, managing her responsibilities more effectively.

To further support Mazel, a family mentor was introduced to assist her parents with various tasks, allowing Mazel to focus on just being a child.

Mazel: I used to check myself many times before going to school, I even scrubbed my skin until it bled thinking that if I get it one shade lighter, the kids will want to be my friend. I now see that my friends are respectful of the colour of my skin, and they don't really care what I wear or where I come from. Our school teaches respect a lot. But they dont appreciate when i help them without being asked. They thought I was the dictator of the class- all i really wanted was to help; like i did at home and my parents appreciated me so much. I learned some amazing social skills and things are so much better for me socially.

TRUSTEES REPORT

The trustees present their report with the financial statements of the charity for the year ended 31 October 2023.

The trustees have adopted the provisions of Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019).

OBJECTIVES AND ACTIVITIES

Objectives and aims

The principal objectives of the charity are:

- provision of facilities in the interests of social welfare for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their age, infirmity or disability, financial hardship or social circumstances with the object of improving their conditions of life, and
- to advance education and training in subjects which develop the capacity and skills of the participants in such a way that they are better able to identify, and help meet their needs and to participate more fully in society.

Public benefit

The Trustees have taken due heed of their obligations relating to Public Benefit Duty affecting charities, as well as to their obligations under the Equalities Act 2010. The Trustees are satisfied that they meet their obligations.

ACHIEVEMENT AND PERFORMANCE

Charitable activities

The charity is dependent on income from voluntary donations and grants. The charity's incoming resources during the year were £115,072 (2022 £93,230) and charitable activities expenditure amounted to £121,168 (2022: £89,526).

FINANCIAL REVIEW

Reserves policy

The reserves policy is to ensure that there is a sufficient stream

of income to meet the ongoing calls made on the charity including the possibility of providing capital assets for the needs of charitable institutions.

Going concern

The Trustees plan to continue to make distributions in accordance with their grant making policy and to ensure that an appropriate level of reserves is maintained.

FUTURE PLANS

The charity intends to carry on its policy of making grants in pursuant of its objects, and continue its activities, as outlined above, for the foreseeable future.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing document

The charity is controlled by its governing document, a declaration of trust and constitutes an unincorporated charity. Recruitment and appointment of new trustees
It is not currently the intention of the trustees of the charity to appoint new trustees. Should this situation change in the future, the trustees will apply suitable recruitment and training procedures.

Risk management

The trustees have a duty to identify and review the risks to which the charity is exposed and to ensure appropriate controls are in place to provide reasonable assurance against fraud and error.

Approved by order of the board of trustees on 28 June 2024 and signed on its behalf by:



Trustee



INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF JUST KIDDING

I report to the charity trustees on my examination of the accounts of Just Kidding (the Trust) for the year ended 31 October 2023.

Responsibilities and basis of report

As the charity trustees of the Trust you are responsible for the preparation of the accounts in accordance with the requirements of the Charities Act 2011 ('the Act').

I report in respect of my examination of the Trust's accounts carried out under Section 145 of the Act and in carrying out my examination I have followed all applicable Directions given by the Charity Commission under Section 145(5)(b) of the Act.

Independent examiner's statement

I have completed my examination. I confirm that no material matters have come to my attention in connection with the examination giving me cause to believe that in any material respect:

1. accounting records were not kept in respect of the Trust as required by Section 130 of the Act; or
2. the accounts do not accord with those records; or
3. the accounts do not comply with the applicable requirements concerning the form and content of accounts set out in the Charities (Accounts and Reports) Regulations 2008 other than any requirement that the

accounts give a true and fair view which is not a matter considered as part of an independent examination. I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

MA Venitt, A.C.A
Venitt and Greaves
Chartered Accountants
115 Craven Park Road
South Tottenham
London
N15 6BL

28 June 2024

STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 OCTOBER 2023

BALANCE SHEET 31 OCTOBER 2023

	Notes	Unrestricted fund £	Restricted fund £	31.10.23 Total funds £	31.10.22 Total funds £
INCOME AND ENDOWMENTS FROM					
Donations and legacies		25,639	89,433	115,072	93,230
EXPENDITURE ON					
Charitable activities					
Charitable activities		31,735	89,433	121,168	89,526
Other		1,224	-	1,224	330
Total		<u>32,959</u>	<u>89,433</u>	<u>122,392</u>	<u>89,856</u>
NET INCOME/(EXPENDITURE)		(7,320)	-	(7,320)	3,374
RECONCILIATION OF FUNDS					
Total funds brought forward		25,622	3,374	28,996	25,622
TOTAL FUNDS CARRIED FORWARD		<u><u>18,302</u></u>	<u><u>3,374</u></u>	<u><u>21,676</u></u>	<u><u>28,996</u></u>

	Notes	Unrestricted fund £	Restricted fund £	31.10.23 Total funds £	31.10.22 Total funds £
CURRENT ASSETS					
Cash at bank		19,202	3,374	22,576	28,996
CREDITORS					
Amounts falling due within one year	4	(900)	-	(900)	-
NET CURRENT ASSETS		<u>18,302</u>	<u>3,374</u>	<u>21,676</u>	<u>28,996</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		18,302	3,374	21,676	28,996
NET ASSETS		<u><u>18,302</u></u>	<u><u>3,374</u></u>	<u><u>21,676</u></u>	<u><u>28,996</u></u>
FUNDS	5				
Unrestricted funds				18,302	25,622
Restricted funds				3,374	3,374
TOTAL FUNDS				<u><u>21,676</u></u>	<u><u>28,996</u></u>

The financial statements were approved by the Board of Trustees and authorised for issue on 28 June 2024 and were signed on its behalf by:

Mr S Berkowitz - Trustee

Mrs F Krausz - Trustee

Mr D Schreiber - Trustee

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 OCTOBER 2023

1. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charity, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) 'Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities Act 2011. The financial statements have been prepared under the historical cost convention.

Income

All income is recognised in the Statement of Financial Activities once the charity has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

Taxation

The charity is exempt from tax on its charitable activities.

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

2. TRUSTEES' REMUNERATION AND BENEFITS

There were no trustees' remuneration or other benefits for the year ended 31 October 2023 nor for the year ended 31 October 2022.

Trustees' expenses

There were no trustees' expenses paid for the year ended 31 October 2023 nor for the year ended 31 October 2022.

3. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES

	Unrestricted fund £	Restricted fund £	Total funds £
INCOME AND ENDOWMENTS FROM			
Donations and legacies	14,645	78,585	93,230
EXPENDITURE ON			
Charitable activities			
Charitable activities	14,315	75,211	89,526
Other	330	-	330
Total	14,645	75,211	89,856

NOTES TO THE FINANCIAL STATEMENTS - continued FOR THE YEAR ENDED 31 OCTOBER 2023

3. COMPARATIVES FOR THE STATEMENT OF FINANCIAL ACTIVITIES - continued

	Unrestricted fund £	Restricted fund £	Total funds £
NET INCOME	-	3,374	3,374
RECONCILIATION OF FUNDS			
Total funds brought forward	25,622	-	25,622
TOTAL FUNDS CARRIED FORWARD	25,622	3,374	28,996

4. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	31.10.23 £	31.10.22 £
Other creditors	900	-

5. MOVEMENT IN FUNDS

	At 1.11.22 £	Net movement in funds £	At 31.10.23 £
Unrestricted funds			
General fund	25,622	(7,320)	18,302
Restricted funds			
Restricted fund	3,374	-	3,374
TOTAL FUNDS	28,996	(7,320)	21,676

Net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	25,639	(32,959)	(7,320)
Restricted funds			
Restricted fund	89,433	(89,433)	-
TOTAL FUNDS	115,072	(122,392)	(7,320)

NOTES TO THE FINANCIAL STATEMENTS - continued FOR THE YEAR ENDED 31 OCTOBER 2023

5. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

	At 1.11.21 £	Net movement in funds £	At 31.10.22 £
Unrestricted funds			
General fund	25,622	-	25,622
Restricted funds			
Restricted fund	-	3,374	3,374
TOTAL FUNDS	<u>25,622</u>	<u>3,374</u>	<u>28,996</u>

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	14,645	(14,645)	-
Restricted funds			
Restricted fund	78,585	(75,211)	3,374
TOTAL FUNDS	<u>93,230</u>	<u>(89,856)</u>	<u>3,374</u>

A current year 12 months and prior year 12 months combined position is as follows:

	At 1.11.21 £	Net movement in funds £	At 31.10.23 £
Unrestricted funds			
General fund	25,622	(7,320)	18,302
Restricted funds			
Restricted fund	-	3,374	3,374
TOTAL FUNDS	<u>25,622</u>	<u>(3,946)</u>	<u>21,676</u>

NOTES TO THE FINANCIAL STATEMENTS - continued FOR THE YEAR ENDED 31 OCTOBER 2023

5. MOVEMENT IN FUNDS - continued

A current year 12 months and prior year 12 months combined net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Movement in funds £
Unrestricted funds			
General fund	40,284	(47,604)	(7,320)
Restricted funds			
Restricted fund	168,018	(164,644)	3,374
TOTAL FUNDS	<u>208,302</u>	<u>(212,248)</u>	<u>(3,946)</u>

6. RELATED PARTY DISCLOSURES

There were no related party transactions for the year ended 31 October 2023.

DETAILED STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 OCTOBER 2023

	31.10.23	31.10.22
	£	£
INCOME AND ENDOWMENTS		
Donations and legacies		
Donations	25,639	14,645
Grants	89,433	78,585
	<u>115,072</u>	<u>93,230</u>
Total incoming resources	115,072	93,230
EXPENDITURE		
Charitable activities		
Digital literacy	-	6,252
Feel good hub	-	7,647
Learning to live	-	7,480
Social station	15,613	7,122
Summer projects	79,137	60,948
Rent and office expenses	-	77
Chance to advance	4,410	-
City farm kids	2,677	-
Red apple project	19,331	-
	<u>121,168</u>	<u>89,526</u>
Support costs		
Governance costs		
Accountancy fees	900	330
Legal and professional fees	324	-
	<u>1,224</u>	<u>330</u>
Total resources expended	<u>122,392</u>	<u>89,856</u>
Net (expenditure)/income	<u><u>(7,320)</u></u>	<u><u>3,374</u></u>

THE
GIFT
in Every Child
 JUST KIDDING 2023

JUST KIDDING

England & Wales - Charity number 1186598

Accounts

ANNUAL ACCOUNTS



**JUST
KIDDING**

- 📍 29 Knightland Road E5 9HR
- ☎ 020 8442 4275
- ✉ rose.justkidding@gmail.com



Legal and Administrative

Trustees:

David Schreiber
Feige Krausz
Solomon Berkowitz

Administration address:

29 Knightland Road
London E5 9HR

Charity No:

1186598

Independent Examiner:

De Claron Ltd
Unit A 3 The Vale
London NW11 8SB

Banker:

Barclays Bank Plc
1 Churchill Place
London E14 5HP

**JUST
KIDDING**



Message of the chair

AHEAD OF THE GAME

We could focus on the hardships that the cost-of-living crises generated. We could cry about the children we did not have enough resources to support, and our long wait list, we could cry about missed opportunities, the tough economic climate, and reduced funding. But Just kidding is Ahead of the Game, we have learned to be agile; to maneuver challenges, and focus on what we CAN do.

This year, We created the best version of Just Kidding to effectively meet the needs of kids and their families to the best ability. Where we lacked the resources or scope we collaborated with other organizations, to share resources, refer children, and importantly; keep learning.

Our theme and strategy for the year is Ahead of the Game, with robust planning and preparation, we can equip children to brave challenges and reach further. The formative years of our childhood significantly influence who we become as adults. Early memories have a major influence on us, shaping our preferences, views, and even the development of our brains. From familiar smells to relationships, these early experiences can stay with us for a lifetime. The effects of growing up, lacking basic needs or a secure and happy home are not only debilitating for children at the moment but also long-lasting. Trauma can forever alter their lives. One caring adult can make all the difference for a child who has experienced adverse childhood experiences or trauma. Thank you does not say justice for the great work our mentors are doing.

Mentoring is an invaluable resource for many children in our society. It provides an opportunity for these children to have a positive role model, someone to look up to and learn from. Our mentors are a lifeline for these children; they offer guidance, support, and encouragement when it is needed most. They provide the kind of support that can help shape the lives of these children and ensure that they reach their full potential.

Donors:

You are all inundated with worthy requests and still, you have placed your trust in us and chosen to invest in a young organization that cares about young people. Thank you for your trust. Wise investment.

Some of the children may have every `dis` or `dys` challenge now, like disadvantaged (dysfunction, dysregulated, dyslexia disturbed distressed) But with the right support they can surmount their challenges and transition into adulthood, confident as winners, Ahead of the game.

Your tremendous support, our supporters, meant that worries about whether our whole range of services would survive were curtailed while, like most charities, we had financial difficulties we managed to replenish reserves gradually and sustained our existing offer.

Rose Berkowitz

Vision: Every day should be joyful, growth-orientated, and emotionally safe for all children and young people.

Our Mission:

Our Mission: Just Kidding takes childhood very very seriously. We help children communicate so that they are included, valued, and heard.

At Just Kidding, we understand that childhood is not child's play - it is a time of rapid growth and development, both physically and mentally. We take play seriously. Play is not just something that children do for fun - it is a crucial part of their development, helping them to learn important skills and prepare for the challenges of adulthood.

The same is true for our young adults: Our music, sports, outings, and youth camps are tailored for teenagers and young adults alike. Not only do they aim to provide fun entertainment (which is essential too!), but also to help them cultivate life and leadership skills, resilience, communication, and agency which breaks the social limitations and barriers that they have been born into.

Research has shown that play is essential for children's cognitive, emotional, and physical development. It helps them to develop their language and communication skills, learn problem-solving and critical thinking, develop empathy and social skills, and improve their physical coordination and dexterity.

Barriers to play include:

Financial: Overcrowded living conditions and lack of access to toys and games make children irritable and uninterested in play due to hunger.

Emotionally: children who have adult responsibilities or have to raise themselves cannot relate to or engage well in play. They have aged prematurely and missed out on a huge opportunity.

Social: Children who are excluded socially, face language barriers, or have communication-related issues, as well as those from historically marginalized backgrounds, often don't have opportunities to engage in social play.

As an organization dedicated to supporting children and families, we take play seriously, we are ahead of the game, and offer a wealth of typical children's services such as holiday programs, mentoring, and youth club- yet these services are not of standard quality, they are all with our unique signature and innovative approach. We believe that every child deserves the opportunity to learn, grow, and develop through play. We are committed to providing safe and supportive environments encouraging children to explore, experiment, and have fun.

Our programs and services are designed to help children develop important life skills, such as creativity, curiosity, resilience, and self-confidence. We work closely with parents, educators, and other community partners to ensure that children have access to high-quality play-based learning experiences that support their growth and development.

At Just Kidding, we are proud to be advocates for play and its importance in children's lives. By supporting children's play, we can help them to build a strong foundation for success in school and life. Just Kidding is Ahead of the Game; in supporting children's development through childhood so that they can be winners in adulthood and have fun each day in the process.





Social Station is an after-school speech and communication club for 45 children exhibiting risk factors for autism, sensory issues, anxiety, or communication-related disorders. The project is facilitated by a Speech and Language therapist who is supported by Speech and Language Therapy student volunteers..

Communication skills are fundamental to the development of learning, and social and emotional well-being and are

essential to support the development of skills for life and work. The impact of communication is significant and wide-ranging, affecting critical areas for children. Social skills are the skills we use every day to interact and communicate with others.

This program teaches children fundamental social communication skills, using social stories and role-play to learn about sharing, cooperation, and conflict resolution through team-

building exercises. Improving social communication skills will lead to children learning to understand each other's differences and to learn self-acceptance, which in turn install empathy in each child and build life-long self-confidence. Multi-sensory tools and different art mediums are used to allow children to unleash their creativity and self-expression to discover a sense of self and to further develop their self-confidence.



Chance TO ADVANCE:

We support school leavers who will not pursue further education as they have struggled extensively in school with literacy and communication due to disabilities, family backgrounds, immigration, etc.

We will also engage 14-18-year-olds in between schools due to truancy, absenteeism, suspension, or immigration status. These young people could be classed as NEET and endure multiple challenges. The Chance to Advance program was created to demonstrate that young people can learn and move towards independence and successful inclusion in the community. Target skills are designed to provide each individual with the opportunity to acquire and advance skills in the areas of:

1) **Functional literacy Skills course and 1-1**, for immigrants who are out of school-14-19 and for children who are in between schools (suspended, or long-term school refusal) as well as for school leavers who have not attained a passing grade in their English GCSE'S and young people with disabilities.

2) **Social communication literacy: Social etiquette, work ethic, and communication skills for the workplace workshop.**

3) **Bytesize Digital Literacy** In addition to basic literacy training, we will offer a range of IT Literacy courses that are prerequisites for any job and day-to-day living.

This course is modified for learners with disabilities and language barriers and groups are kept to a maximum of 5 students per trainer. Starting and Shutdown computers, creating a new user, Installing new software introduction to the Internet, Browsing and searching websites, Sending and receiving email, Introduction to MS Word, creating a document Writing a formal letter Saving as PDF Introduction to MS Excel

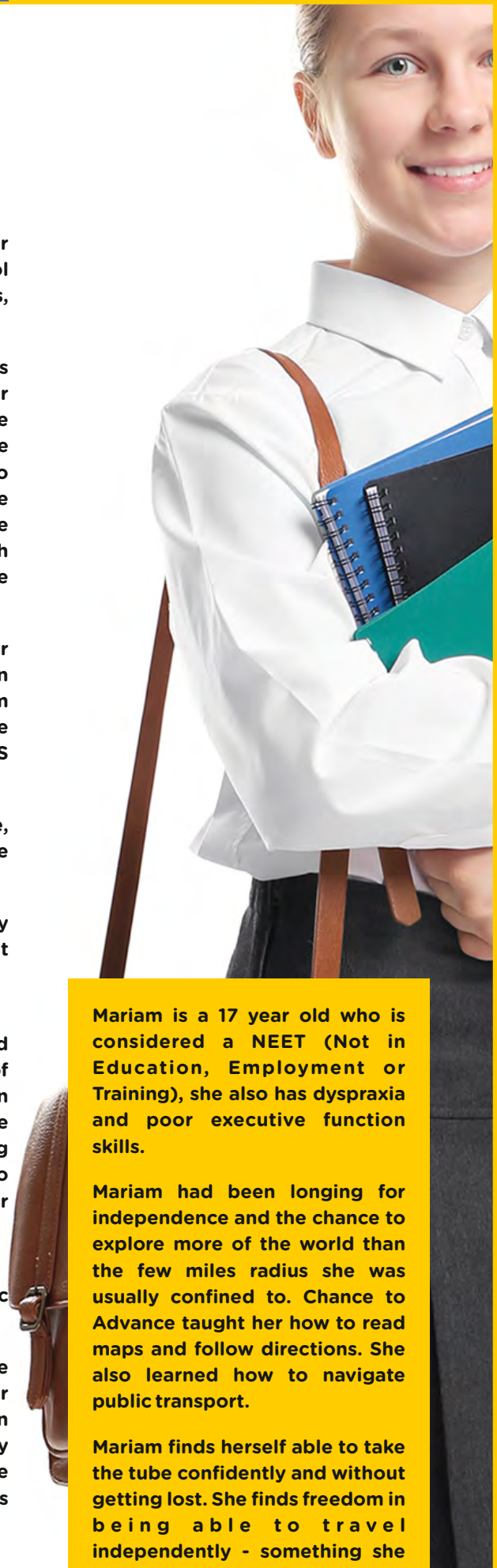
4) **Getting Around Skills: Learning to navigate public transportation, basic directional skills, etc.**

Susy is a 7 year old with a delightful giggle yet severe and awkward stutter that persistently shadows her . Her family is struggling to make ends meet and have been unable to afford fresh fruit for the last six weeks. Susy feels increasingly irritable and, as the weeks go on, she begins to feel like a banana, and other favorite foods are out of reach.

Mariam is a 17 year old who is considered a NEET (Not in Education, Employment or Training), she also has dyspraxia and poor executive function skills.

Mariam had been longing for independence and the chance to explore more of the world than the few miles radius she was usually confined to. Chance to Advance taught her how to read maps and follow directions. She also learned how to navigate public transport.

Mariam finds herself able to take the tube confidently and without getting lost. She finds freedom in being able to travel independently - something she never thought was possible.



RED APPLE PROJECT



Bella was ecstatic to receive a goodie bag filled with fruits at the end of her social skills group session. Her mother prepared pureed apples for Bella's baby brother, vegetable crudité's for dinner, and set aside a fresh fruit for Bella's lunch box each day of the week.

Good fruit is tastier and sweeter than sweets; it makes me feel so good inside and I even get a scented fruit reward sticker for bringing a fruit to school.

The cost of living crisis directly led to a 60% increase in referral rate and demands on Just Kidding's programs and services as families struggle to provide for their children's basic needs. This placed additional pressure on Kust Kidding to provide high-quality services to an increased number of children, which has strained our resources and funding. In a survey completed by 38 parents of our beneficiaries; 40%

reported worrying about not having enough 22% were skipping meals in order to have enough to feed the children.

Project Red Apple wants every child to feast on the tart sweetness and crunch into a juicy apple and other fruits and vegetables daily. It is a program that aims to address the issue of food insecurity and lack of access to fresh

fruits and vegetables for children and teens whose families receive food from food banks but rarely enjoy fresh fruit and vegetables. The program is designed especially for families facing acute financial constraints made worse by the cost of living crises.

Project Red Apple delivers fruit and veggie goody bags to children in need. These goody bags are filled with fresh fruits and vegetables and are designed to provide a healthy and nutritious snack or meal option for children and teens. The goody bags are distributed at our

after school activities and available at selected local groceries free of charge for families in need.

Project Red Apple is the idea and fruits of Toby, a young person attending our Learn to live program. Together with other young people they worked hard to make it happen. And have reaped fruitful results. They delivered over 700 fruit and veggie goody bags to children in need.

Overall, Project Red Apple is an important initiative that helps to ensure that children and teens from families in need have

access to the healthy and nutritious food options essential for their physical and cognitive development.. By providing affordable and accessible fresh fruits and vegetables, the program is helping to improve the lives and wellbeing of many children and teens in the community.



IMPACT



We know our service is needed because we can see its real-life benefits for the children we work with. The following case study, written by one of our past volunteers, illustrates how our service directly impacts the children we support: We started working with Becky* in December 2018. When we first met Becky, it was clear she was struggling with emotional regulation and getting on with other children. Becky really struggled to communicate and make eye contact. She was unable to focus and often lashed out physically when she got frustrated or upset. She would never participate in group games and often seemed completely dissociated from her surroundings. It was incredibly rare to see her smile and when she did it appeared to be more of a grimace. Over three months of working with Becky we witnessed a gradual but noticeable change in his behaviour. She slowly began to engage with our volunteers and participate in one on one games. After some time, she started to take part in circle games and activities with other children. She found activities that she really enjoyed doing, especially playdough, Connect 4 (with hers own set of rules) and playing running games. Towards the end of our time with becky, she had begun to speak to us. Her transformation is one of the most notable we have seen. She is the perfect example of how the opportunity to play in a safe environment is what children need to process their experiences and build resilience against ongoing challenges.

Outcomes as follows:

Sustaining friendships 85% of participants reported improve friendship skills, 30 children shared that they made a new friendship at our club

Improving self-esteem - 94% of participants reported improve self-esteem through the Rosenberg Self Esteem

Test Model and on our feedback form.

Other areas of predicted outcomes reported and evaluated included:

Being more responsible and empathetic

Being able to express difficult feelings

Navigating social situations successfully

Interacting with peers help children build social, reciprocal and communicative skills. Through playful activities they learned actively listening, interpreting body language, asking questions, taking turns and other skills that will help them feel comfortable in social and unknown situations.

Our Theory of Change

In early 2021 we produced our theory of Change, an evaluation framework that outlines our key objectives for children, and the indicators we can use to track progress against these desired outcomes.

We devised this by looking at what is happening in our area in terms of living conditions and social pressures, climate-then the covid-19 related challenges, what young people need in terms of skills and opportunities, and what young people want and enjoy doing out of school. We then looked at our capabilities and what we want to achieve as an organization.

Children are referred to us by their teachers, school sencos, mentors, therapists and social workers.

A breakdown of our users

- 12 children have dyslexia or other significant literacy difficulty.
- 8 children are on the ASD spectrum
- 11 children have ADHD
- 3 children have dyspraxia
- 7 immigrant children
- 12, have other Sen needs (mild to moderate)
- 18 struggle with social anxiety
- 12 with other emotional/mental health challenge
- 18 come from complex backgrounds and families

Of these children,

58% have reached peer academic level this year!

70% have made a new friend

80% have improved existing relationships

100% have improved self esteem and confidence



Case Study

David is an 8-year-old boy with social deficits who has been attending Social Station, a program offered by Just Kidding, for six months. When David first joined the program, he struggled to initiate conversations and play with his peers. He would often sit by himself during group activities and become upset when others did not approach him.

However, with the support of the Social Station staff, David has made significant progress in his social skills. The staff worked with him on initiating conversations with his peers by modeling appropriate language and prompting him to ask questions. They also provided him with opportunities to practice turn-taking and cooperative play, which helped him to build relationships with his peers.

Over time, David became more comfortable interacting with his peers and would often seek out their company during group activities. He began to use his new social skills to initiate conversations and share his interests with others. His parents also noted improvements in his behavior at home, including an increased willingness to engage in family activities and communicate his needs.

David's progress at Social Station is a testament to the importance of early intervention for children with social deficits. By providing him with individualized support and opportunities to practice his social skills, he was able to make significant strides in his social development. Just Kidding's programs, such as Social Station, continue to make a positive impact on the lives of children like David who may otherwise struggle to develop these essential skills.



TRUSTEES REPORT:

Our programs are led by project managers but staffed entirely with volunteers in order to reduce the costs. All our staff and volunteers undergo child safeguarding training and are DBS checked. The trustees are satisfied with the charity's activities this year and are pleased with the direction in which Just Kidding is heading. We have made a huge difference in the lives of children with invisible disabilities and communication challenges and the trustees are proud to have inspired this change.

RESERVE

It is the policy of the charity to maintain unrestricted funds, which are the free reserves of the charity, at a level which equates to approximately three months unrestricted expenditure. This provides sufficient funds to cover management and administration costs.

Despite initial challenges sparked by Covid 19, The trustees are delighted that we have reached this position this year.

RISK ASSESSMENT

The trustees have identified and reviewed the major risks to which the charity is exposed. Both manual and automated checks are consistently invoked, particularly those relating to the operations and finance of the charity. The trustees are satisfied that these systems and procedures mitigate any perceived risks.

Trustees are active in reviewing possible day to day challenges and are prepared to take necessary measures.

STATEMENT OF TRUSTEES' RESPONSIBILITIES

Charity law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the profit or loss of the charity for that period.

In preparing those financial statements, trustees must/are required to/have ensured to:

Select suitable accounting policies and then apply them consistently;

Make judgements and estimates that are reasonable and prudent;

Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in its activities.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Charities Act 2006.

AUDITOR

There is no audit requirement for the charity. An independent examiner's unqualified report will be prepared by De Claron Ltd.

ON BEHALF OF THE BOARD SIGNED:

F. Krausz



INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF JUST KIDDING

I report the accounts of the Charity for the year ended 09/11/2020, which are set on pages 12 and 13

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 the Charities Act 2006 and that an independent examination is needed. It is my responsibility to:

- Examine the accounts (under the 2006 Act);
- Follow the procedures laid down in the General Directions given by the Charity Commissioners (under the 2006 Act); and
- State whether particular matters have come to my attention.

BASIS OF INDEPENDENT EXAMINER'S REPORT

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records.

INDEPENDENT EXAMINER'S STATEMENT

In connection with my examination, no matter has come to my attention: which gives me reasonable cause to believe that in any material respect the requirements

- To keep accounting records in accordance with the 2006 Act; and
- To prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2006 Act have not been met; or, (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

De Claron Ltd.
3a The Vale
London
NW11 8SB

21st February 2022

Just Kidding - y/e 31.10.2022
Income & Expenditure Statement

	Year to 31.10.2022		Year to 31.10.2021	
	Unrestricted Funds	Restricted Funds	Unrestricted Funds	Restricted Funds
	£	£		
INCOMING RESOURCES				
VOLUNTARY INCOME				
DONATIONS	14,645.00	-	27,152.00	37,323.00
GRANTS RECEIVED	-	78,585.00	-	63,200.00
INVESTMENT INCOME				
INTEREST RECEIVED	-	-	-	-
	14,645.00	78,585.00	27,152.00	100,523.00
TOTAL INCOMING RESOURCES	14,645.00	78,585.00	27,152.00	100,523.00
RESOURCES EXPENDED				
COSTS OF GENERATING FUNDS				
GOVERNANCE and MANAGER'S SALARY		-		-
CHARITABLE ACTIVITIES				
PROJECTS :		28,501.20		107,325.84
EDUCATIONAL RESOURCES	-	-	-	-
DIGITAL LITERACY	6,251.94		21,076.35	
FEEL GOOD HUB	7,646.80		17,394.26	
LEARNING TO LIVE	7,480.81		18,439.24	
SOCIAL STATION	7,121.65		16,186.88	
SUMMER PROJECT	60,947.56		34,229.11	
GOVERNANCE COSTS				
ACCOUNTANCY & ADMINISTR	330.00		216.00	
POSTAGE, PRINTING, STATIONERY	-		268.60	
RENT & OFFICE EXP	76.84		94.80	
OTHER RESOURCES EXPENDED				
BANK CHARGES	-		-	
	61,354.40	28,501.20	579.40	107,325.84
TOTAL EXPENSES	61,354.40	28,501.20	579.40	107,325.84
NET INCOMING RESOURCES	(46,709.40)	50,083.80	26,572.60	(6,802.84)
TOTAL INCOMING RESOURCES	3,374.40	3,374.40	19,769.76	19,769.76
FUNDS BROUGHT FORWARD	25,621.86	25,621.86	5,852.10	5,852.10

TOTAL FUNDS CARRIED FORWARD

28,996.26

25,621.86

Balance Sheet

	as at 10.11.2021		as at 09.11.2020	
	£	£		
CURRENT ASSETS				
CASH at BANK	28,996.26		25,621.86	
LOAN DEBTORS		-		-
		<u>28,996.26</u>		<u>25,621.86</u>
SHORT TERM CREDITORS				
CREDITORS		-		-
		<u></u>		<u></u>
NET ASSETS		28,996.26		25,621.86
FUND ACCOUNT		<u></u>		<u></u>
TOTAL FUNDS		<u>28,996.26</u>		<u>25,621.86</u>

INDEPENDENT EXAMINER' S UNQUALIFIED REPORT TO THE MEMBERS OF JUST KIDDING

Independent Examiner' s Report to the Trustees of Just Kidding

I report on the accounts of the Charity for the year ended 31 October 2022, which are set out under the income and expenditure statement and balance sheet.

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 the Charities Act 2022 (the 2022 Act)) and that an independent examination is needed.

It is my responsibility to

- examine the accounts (under the 2022 Act);
- to follow the procedures laid down in the General Directions given by the Charity Commissioners (under the 2022 Act); and
- to state whether particular matters have come to my attention.

Basis of independent examiner' s report

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. 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 you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently I do not express an audit opinion on the view given by the accounts.

Independent examiner' s statement

In connection with my examination, no matter has come to my attention:

- (1) which gives me reasonable cause to believe that in any material respect the requirements:
 - to keep accounting records in accordance with the 2022 Act; and
 - accounting or to prepare accounts which accord with the accounting records and comply with the requirements of the 2022 Act have not been met;
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.



De Claron Ltd.
3a The Vale
LONDON NW11 8SB:
09 March 2023

JUST KIDDING

Notes to the Financial Statements For the Year Ended 31 October 2022

1 ACCOUNTING POLICIES

Basis of preparation of financial statements

The financial statements have been prepared under the historical cost convention as modified to include the revaluation of land and building with the exception of investments which are included at market value. These financial statements have been prepared

Charity status

The charity is an unincorporated association. The members of the charity are the trustees named on page 2.

Fund accounting

General funds are unrestricted funds which are available for use at the discretion of the trustees in furtherance of the general objectives of the charity and which have not been designated for other purposes.

Incoming resources

All incoming resources are included in the Statement of Financial Activities when the charity is legally entitled to the income and the amount can be quantified with reasonable accuracy.

Income tax recoverable in relation to donations received under Gift Aid or deed of covenant is recognised at the time of the donation.

Resources expended

All expenditure is accounted for on a cash basis and has been included under expense categories that aggregate all costs for allocation to activities. Where costs cannot be directly attributed to particular activities they have been allocated on a basis c

Management and administration costs are those incurred in connection with administration of the charity and compliance with constitutional and statutory requirements.

Going Concern

The accounts have been prepared on a going concern basis as the trustees consider the charity will continue to operate for a period of at least twelve months from the date of the approval of these accounts.

2 NET INCOMING RESOURCES

During the year no trustees received any remuneration, benefits in kind or reimbursement of expenses.

JUST KIDDING

Notes to the Financial Statements For the Year Ended 31 October 2022

1 ACCOUNTING POLICIES

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**JUST
KIDDING**

JUST KIDDING

England & Wales - Charity number 1186598

Accounts

ANNUAL ACCOUNTS



**JUST
KIDDING**

- 📍 29 Knightland Road E5 9HR
- ☎ 020 8442 4275
- ✉ rose.justkidding@gmail.com



Legal and Administrative

Trustees:

David Shreiber
Feige Krausz
Solomon Berkowitz

Administration address:

29 Knightland Road
London E5 9HR

Charity No:

1186598

Independent Examiner:

De Claren Ltd
Unit A 3 The Vale
London NW11 8SB

Banker:

Barclays Bank Plc
1 Churchill Place
London E14 5HP





Message of the chair

We are wrapping up the year with very mixed feelings. There is no doubt that this year was tumultuous and distressing for everyone; and especially so for vulnerable children and young people like our beneficiaries who struggle to communicate their needs, voice their opinions and to be understood and accepted. At the same time; the heroes we support have proven to us that they are stronger, more resilient and very capable against all odds.

Our volunteers and supporters have shown, on multiple occasions, that we can persevere through tough times together - even through a year filled with great uncertainty, change and sadness.

We learnt that we can preserve the magic of childhood even in the face of adversity.

We were also able to disseminate our model of how children learn differently and how some children are so much more successful outside of the standard classroom setting. Despite initial challenges, UK Youth core funding helped us regain our footing and focus on what we do best. It helped us leverage match funding and we were able to grow our organisation, services and capacity against all odds.

Just Kidding knows childhood isn't a joke. We take childhood very, very seriously. Play is so much more than fun, games and entertainment. Play informs how children learn and develop. It helps to build self-worth by giving a child a sense of his or her own abilities and to feel good about themselves. Because it's fun, children often become very absorbed in what they are doing.

Every Child deserves to have a safe and secure childhood with healthy emotional attachments to parents, caregivers and teachers, access to food and clothing and a vibrant social and academic life.

We are grateful to the individuals, organizations, corporations and foundations that have remained by our side and continue to believe in the importance of giving children the best chance to heal, play and dream. A very special thanks to UK Youth for consistent and persistent support. We credit our survival to you. Is it possible to even thank you for this?

Rose Berkowitz





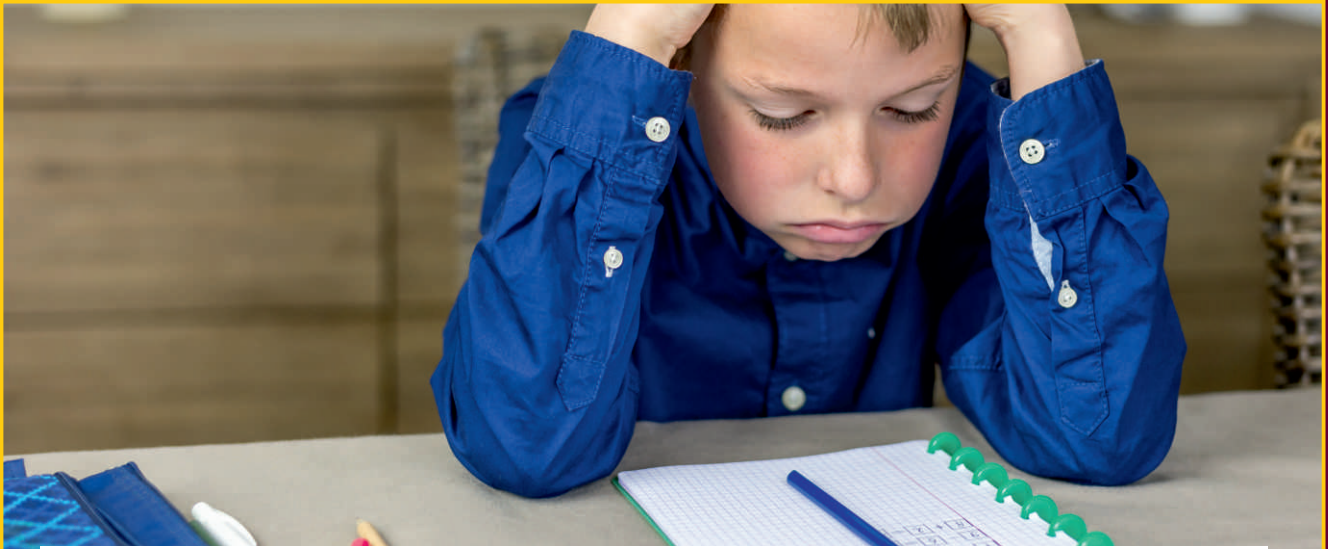
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There are certainly no lack of ideas and initiatives here at the Club. But, like anywhere else, good planning is essential to bringing this vision to life in the most powerful and impactful way possible. Our primary role as members of the board is to make this happen, with all of the integrity and rigour expected of us as responsible directors. In my capacity as the Chair of the board, I am immensely honoured to have this level of trust placed in me. At the same time, I am humbled by the scope of the responsibilities inherent in the office – and grateful to enjoy the support of such a caring, committed group of people who are dedicated to ensuring the organization's stability and financial health. I would like to thank all of our board members for their invaluable contributions. Making sure every child in the country has an equal chance at success is no small feat. Although there is still much to be done in this regard, and plenty of groundwork to lay for the future, I'm sure we will get there by pulling together.

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***Vision:* Every school day should be joyful, growth orientated and emotionally safe for all kids.**

***Our Mission:* Just kidding takes childhood very very seriously. We help children communicate. so that they are included, valued and heard.**





SOCIAL *Station*

The complex social skills necessary for confident, responsive, and mutually beneficial interaction with other people are certainly among the most important skills a child must learn. A person's social facility has profound implications for nearly every facet of life—both in childhood and in adulthood. A lack of social skills may lead directly to problems in interpersonal relationships or may interfere indirectly with optimal functioning in school, occupational, and recreational activities. The children we support may suffer from communication disorders or may simply struggle to make friends, stand up to bullying etc.

Social Station is an after school speech and communication club for 45 children ages 3-11 who are exhibiting risk factors for autism, sensory issues, anxiety or communication related disorder. The project is facilitated by a Speech and Language therapist who is supported by Speech and Language therapy student volunteers. Groups are mixed age level

and are composed of young people with a range of competencies and challenges. This model allows us to maximize each child's potential. Peer modeling, leadership skills and confidence building are some of the many benefits of mixed age groups.

Young People participate in activities designed to improve impulse control and executive functioning skills, cultivate age-appropriate language and social emotional development, and build self-esteem. These critical social emotional skills are developed through movement, art, music, and collaborative social skills games and activities. All groups are led by Social Stations Club's Special Education Certified Facilitators and dedicated volunteers. Social Skills Group is held on Mondays and Wednesdays from 4-6pm and include a light afterschool snack. We will adhere to government guidelines making sure social distance takes place and take hygiene measures.



LIFE Skills

For young people ages 15-18: The Learn to Live Program was created with the goal of demonstrating that young people can learn and move towards independence and successful inclusion in the community.

Each learner's goals are created to develop the specific skills that will enable community living in the least restrictive environment possible, and to promote independence, community integration, and individuality.

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- Self-advocacy**
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Holiday play scheme, camp and respite services: for 50 children ages 8-15

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The pandemic enabled us to accelerate our work in addressing the gaps we knew existed for our children. Not only did it reinforce our goals but provided the platform to solidify our work for the future.

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To counteract the potential impacts these actions could have on our clients and their families, Just kidding has implemented high-touch communications with the parents and

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We also recognize that our amazing employees have had to adapt quickly to our changing landscape while providing safe, high quality service for our children

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Children with mild sen and social needs, particularly children with ASD were shell-shocked by havoc instigated by Covid-19. The fast breakdown of routine, of normal family life structures left many

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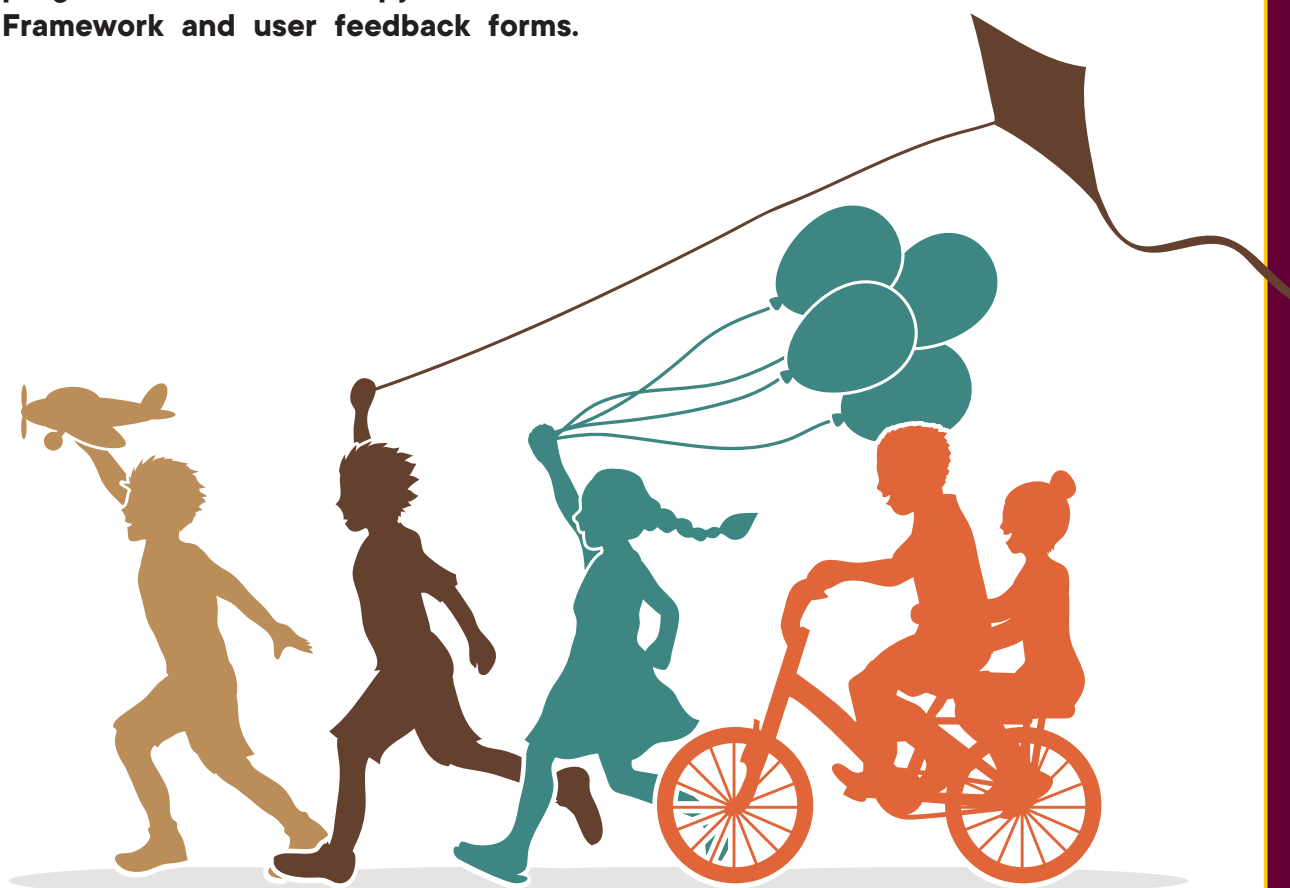
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Each child received a weekly activity pack containing educational resources, arts and crafts, healthy snacks and incentive toys.

Parents/guardians also signed up for a remote buddy who befriended their child and gave them company and listening ear. This project had a two pronged outcome of productively engaging bored teens thereby keeping them away from couch potato behaviors or possible breaking of social distancing and simultaneously supporting vulnerable sen children, reducing isolation in a safe way, and helping them stay on board academically.

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IMPACT



We know our service is needed because we can see its real-life benefits for the children we work with. The following case study, written by one of our past volunteers, illustrates how our service directly impacts the children we support: We started working with Becky* in December 2018. When we first met Becky, it was clear she was struggling with emotional regulation and getting on with other children. Becky really struggled to communicate and make eye contact. She was unable to focus and often lashed out physically when she got frustrated or upset. She would never participate in group games and often seemed completely dissociated from her surroundings. It was incredibly rare to see her smile and when she did it appeared to be more of a grimace. Over three months of working with Becky we witnessed a gradual but noticeable change in his behaviour. She slowly began to engage with our volunteers and participate in one on one games. After some time, she started to take part in circle games and activities with other children. She found activities that she really enjoyed doing, especially playdough, Connect 4 (with hers own set of rules) and playing running games. Towards the end of our time with becky, she had begun to speak to us. Her transformation is one of the most notable we have seen. She is the perfect example of how the opportunity to play in a safe environment is what children need to process their experiences and build resilience against ongoing challenges.

Outcomes as follows:

Sustaining friendships 85% of participants reported improve friendship skills, 30 children shared that they made a new friendship at our club

Improving self-esteem – 94% of participants reported improve self-esteem through the Rosenberg Self Esteem Test Model and on our feedback form.

Other areas of predicted outcomes reported and evaluated included:

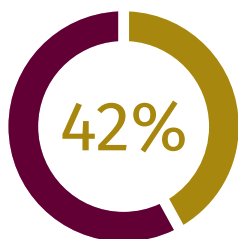
Being more responsible and empathetic

Being able to express difficult feelings

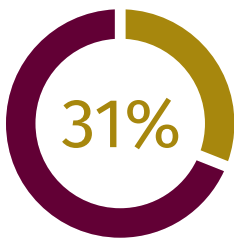
Navigating social situations successfully

Interacting with peers help children build social, reciprocal and communicative skills.

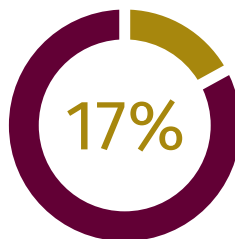
Through playful activities they learned actively listening, interpreting body language, asking questions, taking turns and other skills that will help them feel comfortable in social and unknown situation.



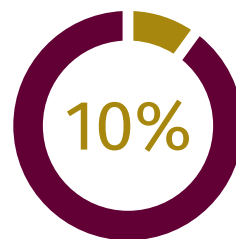
**Social and
Mental
Friendship**



**Self esteem
and Confidence**



**Safe, Play
and Fun
Afternoon**



**Coping with
Difficult
Relationships**

Specific skills that will be worked on are:

Attention and concentration:

Sustained effort, doing activities without distraction and being able to hold that effort long enough to get the task done.

Receptive (understanding) language: Comprehension of language.

Expressive (using) language:

The use of language through speech, sign or alternative forms of communication to communicate wants, needs, thoughts and ideas.

Play skills:

Voluntary engagement in self-motivated activities that are normally associated with pleasure and enjoyment where the activities may be, but are not necessarily, goal oriented.

Pre-language skills:

The ways in which we communicate without using words and include things such as gestures, facial expressions, imitation, joint attention and eye-contact.

Self-regulation: The ability to obtain, maintain and change one's emotion, behaviour, attention and activity level appropriate for a task or situation in a socially acceptable manner.

Executive functioning:

Higher order reasoning and thinking skills.

Planning and sequencing:

The sequential multi-step task or activity performance to achieve a well-defined result.

Children are referred to us by their teachers, school sencos, mentors, therapists and social workers.

A breakdown of our users

- 12 children have dyslexia or other significant literacy difficulty.
- 8 children are on the ASD spectrum
- 11 children have ADHD
- 3 children have dyspraxia
- 7 immigrant children
- 12, have other Sen needs (mild to moderate)
- 18 struggle with social anxiety
- 12 with other emotional/mental health challenge
- 18 come from complex backgrounds and families

Of these children,

58% have reached peer academic level this year!

70% have made a new friend

80% have improved existing relationships

100% have improved self esteem and confidence

Case Study

My parents and therapists keep telling me that things in life are relative and not everything is clear cut or black and white like I see it. But with this they are with me. I can divide my life Before Just Kidding and After Just Kidding. Before just Kidding. I was complicated, getting into fights with everyone. not regulating my emotions, running away from love and care yet confused by the crave for it. What Changed is Social Station and the social skills tool box they gave me. I don't gras social nuances naturally and I am not good at making friends. But I can learn it. Knowledge is power.

Erva 12



TRUSTEES REPORT:

Our programs are led by project managers but staffed entirely with volunteers in order to reduce the costs. All our staff and volunteers undergo child safeguarding training and are DBS checked. The trustees are satisfied with the charity's activities this year and are pleased with the direction in which Just Kidding is heading. We have made a huge difference in the lives of children with invisible disabilities and communication challenges and the trustees are proud to have inspired this change.

RESERVE

It is the policy of the charity to maintain unrestricted funds, which are the free reserves of the charity, at a level which equates to approximately three months unrestricted expenditure. This provides sufficient funds to cover management and administration costs. Despite initial challenges sparked by Covid 19, The trustees are delighted that we have reached this position this year.

RISK ASSESSMENT

The trustees have identified and reviewed the major risks to which the charity is exposed. Both manual and automated checks are consistently invoked, particularly those relating to the operations and finance of the charity. The trustees are satisfied that these systems and procedures mitigate any perceived risks. Trustees are active in reviewing possible day to day challenges and are prepared to take necessary measures.

STATEMENT OF TRUSTEES' RESPONSIBILITIES

Charity law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the profit or loss of the charity for that period.

In preparing those financial statements, trustees must/are required to/have ensured to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in its activities.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Charities Act 2006.

AUDITOR

There is no audit requirement for the charity. An independent examiner's unqualified report will be prepared by De Claron Ltd.

ON BEHALF OF THE BOARD SIGNED:





INDEPENDENT EXAMINER'S REPORT TO THE TRUSTEES OF JUST KIDDING

I report the accounts of the Charity for the year ended 10/11/2021.

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 the Charities Act 2006 and that an independent examination is needed. It is my responsibility to:

- Examine the accounts (under the 2006 Act);
- Follow the procedures laid down in the General Directions given by the Charity Commissioners (under the 2006 Act);and
- State whether particular matters have come to my attention.

BASIS OF INDEPENDENT EXAMINER'S REPORT

My examination was carried out in accordance with the General Directions given by the Charity Commissioners. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records.

INDEPENDENT EXAMINER'S STATEMENT

In connection with my examination, no matter has come to my attention: which gives me reasonable cause to believe that in any material respect the requirements

- To keep accounting records in accordance with the 2006 Act; and
- To prepare accounts which accord with the accounting records and comply with the accounting requirements of the 2006 Act have not been met; or, (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

De Claron Ltd.
3a The Vale
London
NW11 8SB

18 January 2022

Just Kidding - y/e 10.11.2021
Income & Expenditure Statement

	Year to 10.11.2021		11 months to 09.11.2020	
	Unrestricted	Restricted		
	Funds	Funds		
	£	£		
INCOMING RESOURCES				
VOLUNTARY INCOME				
DONATIONS	27,152.00	37,323.00	-	-
GRANTS RECEIVED	-	63,200.00	13,868.00	14,729.00
INVESTMENT INCOME				
INTEREST RECEIVED	-	-	-	-
	27,152.00	100,523.00	13,868.00	14,729.00
TOTAL INCOMING RESOURCES		127,675.00		28,597.00
RESOURCES EXPENDED				
COSTS OF GENERATING FUNDS				
GOVERNANCE and MANAGER'S SALARY		650.00		500.00
CHARITABLE ACTIVITIES				
PROJECTS :		106,675.84		
EDUCATIONAL RESOURCES	-			2,318.15
DIGITAL LITERACY	20,426.35			
FEEL GOOD HUB	17,394.26			
LEARNING TO LIVE	18,439.24			
SOCIAL STATION	16,186.88			
SUMMER PROJECT	34,229.11			
GOVERNANCE COSTS				
ACCOUNTANCY & ADMINISTR	216.00		1,510.00	
POSTAGE, PRINTING, STATIONERY	268.60		-	
RENT & OFFICE EXP	94.80		-	
	579.40	107,325.84	1,510.00	21,234.90
NET INCOMING RESOURCES	26,572.60	(6,802.84)	12,358.00	(6,505.90)
TOTAL INCOMING RESOURCES		19,769.76		5,852.10
FUNDS BROUGHT FORWARD		5,852.10		n/a
TOTAL FUNDS CARRIED FORWARD		25,621.86		5,852.10

Balance Sheet

	as at 10.11.2021		as at 09.11.2020	
	£	£		
CURRENT ASSETS				
CASH at BANK	25,621.86		5,852.10	
LOAN DEBTORS	-		-	
		25,621.86		5,852.10
SHORT TERM CREDITORS				
CREDITORS				
		-		-
NET ASSETS		25,621.86		5,852.10
FUND ACCOUNT				
TOTAL FUNDS		25,621.86		5,852.10

**JUST
KIDDING**

The text "JUST KIDDING" is rendered in a bold, yellow, sans-serif font with a thick white outline and a dark purple drop shadow. The words are stacked vertically. The background features a vertical split: light blue on the left and dark purple on the right. Behind the text are several colorful, irregular shapes: a blue splash behind "JUST", a green splash behind "KIDDING", and a pink starburst shape behind the word "KIDDING". Several yellow and orange triangular shapes radiate from the right side of the pink starburst, creating a dynamic, energetic feel.

JUST KIDDING

England & Wales - Charity number 1186598

Accounts

ANNUAL ACCOUNTS



**JUST
KIDDING**

- 📍 29 Knightland Road E5 9HR
- ☎ 020 8442 4275
- ✉ rose.justkidding@gmail.com



Legal and Administrative

Trustees:

David Shreiber
Feige Krausz
Solomon Berkowitz

Administration address:

29 Knightland Road
London E5 9HR

Charity No:

1186598

Independent Examiner:

De Claren Ltd
Unit A 3 The Vale
London NW11 8SB

Banker:

Barclays Bank Plc
1 Churchill Place
London E14 5HP





Message of the chair

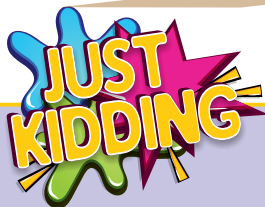
It was the best of times. It was the worst of times. No doubt, 2019-2020 presented unprecedented challenges unequally hitting most disadvantaged children. At the same time, this year was chock-full of memorable moments for Just Kidding. Our team's spirit of perseverance, commitment and determination to honour the Club's values in everything they do paid off in countless ways.

Not a day goes by where I don't think about kids' education. Are we doing enough to help accelerate education in our current systems to make sure kids have the skills and tools they need in the environments of today and tomorrow?

I am proud to say that we connected with more than 60 children with diverse learning social and emotional challenges. Every day during lockdown, we met remotely, supporting each other, experiencing some stress free fun, learning together and being here for one another. Despite these efforts, the needs for children with social and communication challenges are intense. At Just Kidding, we believe we can turn the situation around, together. The dedication of our corporate partners, individual donors, volunteers, community groups and schools is what makes it possible for us to support so many children.

*Thank you, each and every one of you,
for helping us make it happen!*

Rose Berkowitz





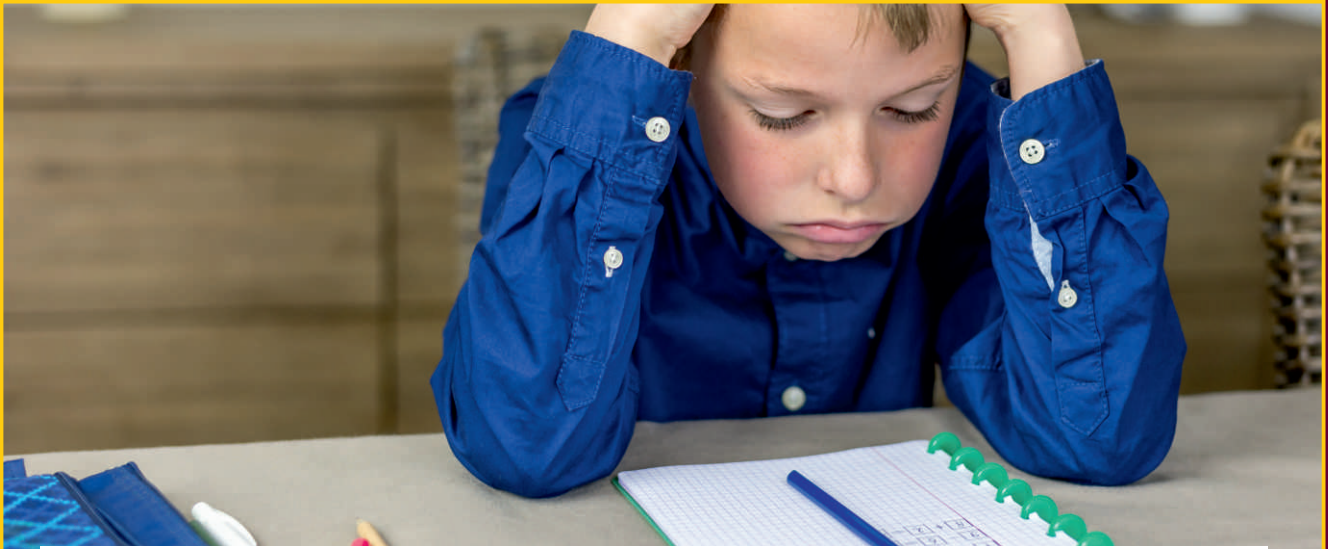
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For children ages 4-9. We always begin our session with group circle games, so everyone can participate, get to know each other and feel welcome in our space.

We follow circle time with group activities, which are usually divided roughly by age group. These activities include arts and crafts, team-building games, construction challenges, sports games, educational sessions and science experiments. Each week the aim and theme of our main activities changes, from Nature to Science, Space to Drama however focus is orientated to improve social and communication skills.

After our main activity, we provide a range of free play options for children of all ages. Our most popular and regular free play options include wooden train sets, duplo, imaginative play sets (e.g. babies, doctors kits, dressing up),

jewellery making and loom bands, colouring and drawing, cards and board games and sports equipment.

When children are allowed to choose their play, they are given the opportunity to exercise autonomy and strengthen their identity. With a strong sense of identity and self-belief, children are far more resilient to adversity.

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Improving self-esteem – 90% of participants reported improve self-esteem through the Rosenberg Self Esteem Test Model and on our feedback form.

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Executive functioning:

Higher order reasoning and thinking skills.

Planning and sequencing:

The sequential multi-step task or activity performance to achieve a well-defined result.

A Case Study portraying benefits of the project follows:

`I don't need to be a social butterfly, but I wish that even one someone would look at me and be my friend. `

Cathy H.

Cathy has difficulties interpreting social cues and struggles with low verbal ability. Although her vocabulary was in the average range for children her age, she seldom used her language spontaneously with classmates and teachers. She spoke only when asked direct questions and interacted only when others initiated the interactions. Consequently, Kelly spent the majority of her playground time by herself, with little peer interaction. A social skills assessment concluded that she had significant skill deficits in initiating interactions, and maintaining interactions with peers. A social skills intervention was designed to increase the frequency and length of social interactions with peers. Mom 'She's been struggling socially with maintaining friendships and understanding and using appropriate social cues. I've been seeing a pattern of exclusion at school. I know there are many perspectives involved where social dynamics among YEAR 5 KIDS are concerned, but I felt desperate to give my daughter something concrete and tangible that he could use as a toolkit, and Social Station has been such an incredible gift to us in such a short time. She's been using strategies at home and verbalizing how much better she feels.



TRUSTEES REPORT:

Our programs are led by project managers but staffed entirely with volunteers in order to reduce the costs. All our staff and volunteers undergo child safeguarding training and are DBS checked. The trustees are satisfied with the charity's activities this year and are pleased with the direction in which Just Kidding is heading. We have made a huge difference in the lives of children with invisible disabilities and communication challenges and the trustees are proud to have inspired this change.

RESERVE

It is the policy of the charity to maintain unrestricted funds, which are the free reserves of the charity, at a level which equates to approximately three months unrestricted expenditure. This provides sufficient funds to cover management and administration costs. Despite initial challenges sparked by Covid 19, The trustees are delighted that we have reached this position this year.

RISK ASSESSMENT

The trustees have identified and reviewed the major risks to which the charity is exposed. Both manual and automated checks are consistently invoked, particularly those relating to the operations and finance of the charity. The trustees are satisfied that these systems and procedures mitigate any perceived risks. Trustees are active in reviewing possible day to day challenges and are prepared to take necessary measures.

STATEMENT OF TRUSTEES' RESPONSIBILITIES

Charity law requires the trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity and of the profit or loss of the charity for that period.

In preparing those financial statements, trustees must/are required to/have ensured to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in its activities.

The trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Charities Act 2006.

AUDITOR

There is no audit requirement for the charity. An independent examiner's unqualified report will be prepared by De Claron Ltd.

ON BEHALF OF THE BOARD SIGNED:

Just Kidding - y/e 09.11.2020 Income & Expenditure Statement

	Year Ending 09.11.2019	
	Unrestricted Funds £	Restricted Funds £
INCOMING RESOURCES		
VOLUNTARY INCOME		
DONATIONS	-	-
GRANTS RECEIVED	13,868.00	14,729.00
INVESTMENT INCOME		
INTEREST RECEIVED	-	
	<u>13,868.00</u>	<u>14,729.00</u>
TOTAL INCOMING RESOURCES	13,868.00	14,729.00
RESOURCES EXPENDED		
COSTS OF GENERATING FUNDS		
ADVERTISING & PROMOTION		-
GOVERNANCE and MANAGER'S SALARY		500.00
EDUCATIONAL RESOURCES		2,318.15
CHARITABLE ACTIVITIES		
DONATIONS GIVEN	-	
PROJECTS		18,416.75
Social Station	12,195.00	
Learning Keys in Lockdown	6,221.75	
GOVERNANCE COSTS		
ACCOUNTANCY & ADMINISTR	1,510.00	
POSTAGE, PRINTING, STATIONERY	-	
RENT & OFFICE EXP	-	
TELEPHONE	-	
OTHER RESOURCES EXPENDED		
BANK CHARGES	-	
	<u>1,510.00</u>	<u>21,234.90</u>
NET INCOMING RESOURCES	12,358.00	(6,505.90)
TOTAL INCOMING RESOURCES	12,358.00	(6,505.90)
FUNDS BROUGHT FORWARD		n/a
TOTAL FUNDS CARRIED FORWARD		5,852.10

Balance Sheet

	as at 09.11.2019	
	£	£
CURRENT ASSETS		
CASH at BANK	5,852.10	
LOAN DEBTORS	-	
	<u>5,852.10</u>	5,852.10
SHORT TERM CREDITORS		
CREDITORS	-	
	<u>-</u>	-
NET ASSETS		<u>5,852.10</u>
FUND ACCOUNT		<u>5,852.10</u>
TOTAL FUNDS		<u><u>5,852.10</u></u>

**JUST
KIDDING**