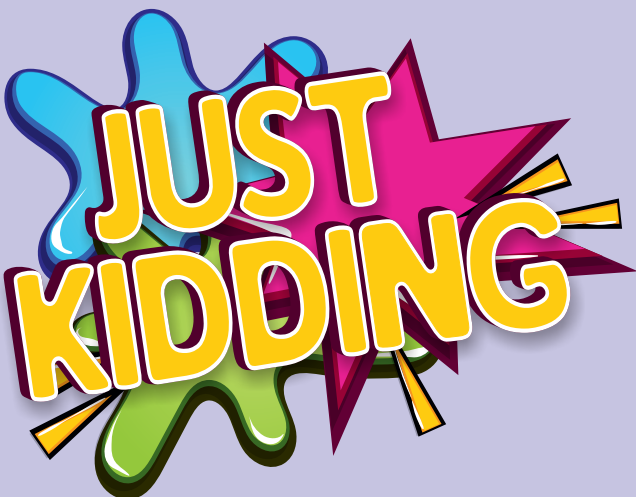


ANNUAL ACCOUNTS



📍 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

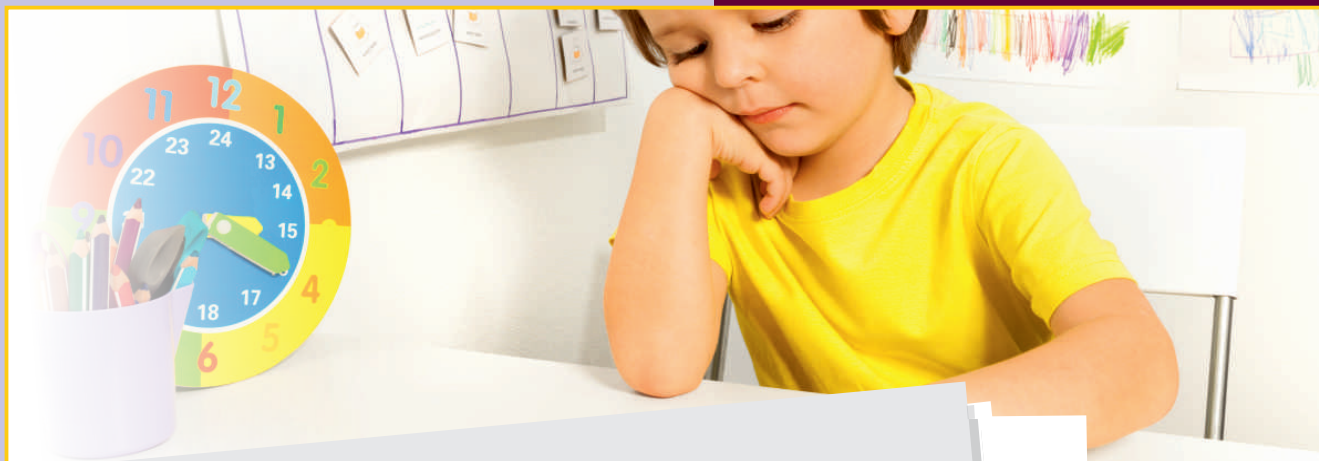
Independent Examiner:

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





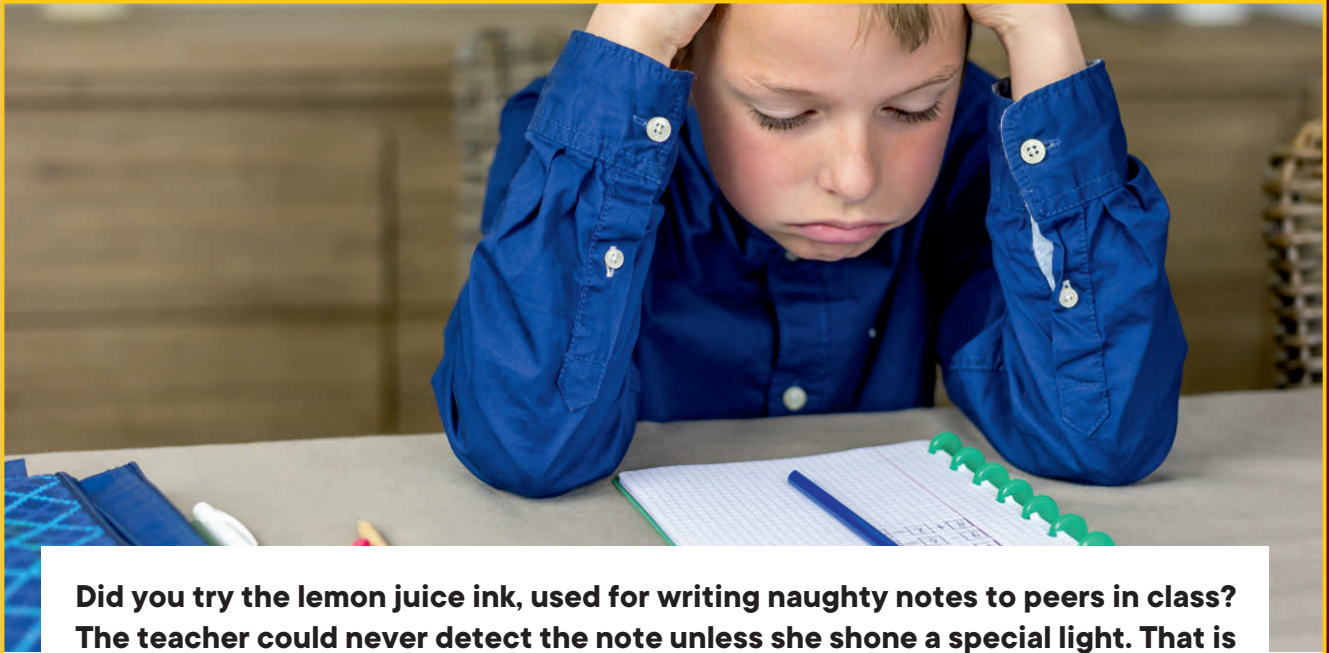
Message of Treasurer:

I see promise, potential and possibility in every child. Truly, there are no limits to what they can achieve — regardless of where they are born or to what circumstances. The fact you see it too, and demonstrate it through your support, is one of the reasons I was thrilled to join Just Kidding as treasurer

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.

Feige Krausz





Did you try the lemon juice ink, used for writing naughty notes to peers in class? The teacher could never detect the note unless she shone a special light. That is how it feels for children to live with “invisible” communication and social needs that show no obvious issues; no one believes or support them, and few take the time to shine a light on them.

The invisible deficits like communication and social skills challenges, asd, mental illness, childhood trauma, learning disabilities attention deficit present constant challenges for children. Just kidding was established to advocate for these children, integrate them socially, provide access to therapies and recreational opportunities that are kind to their unique needs and helps them grow simultaneously.

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

Our Mission: Just Kidding strengthens the support systems in the lives of children with invisible disabilities and communication challenges facilitating well rounded support where schools and parents collaborate together to help children; and offers a safe space for children to make friends, have fun and learn social and communication skills, and investing in the future through advocacy.





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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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.

Target skills are designed to provide each individual with the opportunity to acquire and advance skills in the areas of:

- Self-advocacy**
- Self- Care**
- Mobility/transportation**
- Community-based Living**
- Communication**
- General Health/lifestyle**
- Job Skills/vocational Training**
- Personal Resource Management**
- Community/social Participation**
- Executive Functioning/planning & Time Management**



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

Covid 19- has shown us that in the face of adversity, our clients, staff, volunteers and stakeholders will come together and make us stronger than ever,

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.

Because of COVID-19, Juskidding temporarily closed its summer holiday respite program and implemented multiple enhanced visitation guidelines.

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

caregivers of our exceptional clients. With the support of a psychotherapist and our leadership, just kidding has been delivering regularly scheduled meetings with our beneficiary families to provide them with a safe and comfortable forum to share their feelings, express any concerns and ask important questions about their children and Just kiddings next steps.

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

We have also initiated a new project Learning Keys in Lockdown for children of all ages

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

leave them panicking and distressed. Some of them do attend school for an hour or two a week; but this is far, far from adequate.

We are adapting our SLT Homework club by launching a remote tutoring and buddy project. We are recruiting understimulated high school and college volunteers to study with 65 sen children remotely. They will be supervised by skilled special education teacher who will manage the project, pair volunteers with children and liaise with child's teachers and therapists. Children will receive support with home-schooling as well as boosts to core numeracy, literacy and science skills.

Our SLT will also support volunteers to practice speech and language therapy targets with children. We will monitor children's progress with Therapy Outcome-Framework and user feedback. Each child will receive a

weekly activity pack containing educational resources, arts n crafts, healthy snacks feedback forms and incentive toys.

Parents/guardians also signed up for a remote buddy who will befriend child and give them company and listening ear. This project will have 2 pronged outcomes of productively engaging bored teens thereby keeping them away from couch potato behaviours 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.

At the same time, this provides tremendous respite for harried overwhelmed parents



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 a 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, he then 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 his own set of rules) and playing running games. Towards the end of our time with becky, she had begun to speak to us, in both Yiddish and English her transformation is one of the most notable we have seen, her story is not unusual. 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.

Anticipated outcomes as follows:

Sustaining friendships 80% of participants reported improve friendship skills, 30 children shared that they made a new friendship at our club

Improving self-esteem – 90% 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.

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.

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 | Restricted |
| | Funds | Funds |
| | £ | £ |
| INCOMING RESOURCES | | |
| VOLUNTARY INCOME | | |
| DONATIONS | - | - |
| GRANTS RECEIVED | 13,868.00 | 14,729.00 |
| INVESTMENT INCOME | | |
| INTEREST RECEIVED | - | |
| | 13,868.00 | 14,729.00 |
| TOTAL INCOMING RESOURCES | | 28,597.00 |
| 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 | - | |
| | 1,510.00 | 21,234.90 |
| NET INCOMING RESOURCES | 12,358.00 | (6,505.90) |
| TOTAL INCOMING RESOURCES | | 5,852.10 |
| 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 | - | |
| | | 5,852.10 |
| SHORT TERM CREDITORS | | |
| CREDITORS | - | |
| | | - |
| NET ASSETS | | 5,852.10 |
| FUND ACCOUNT | | |
| TOTAL FUNDS | | 5,852.10 |

**JUST
KIDDING**

