

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

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





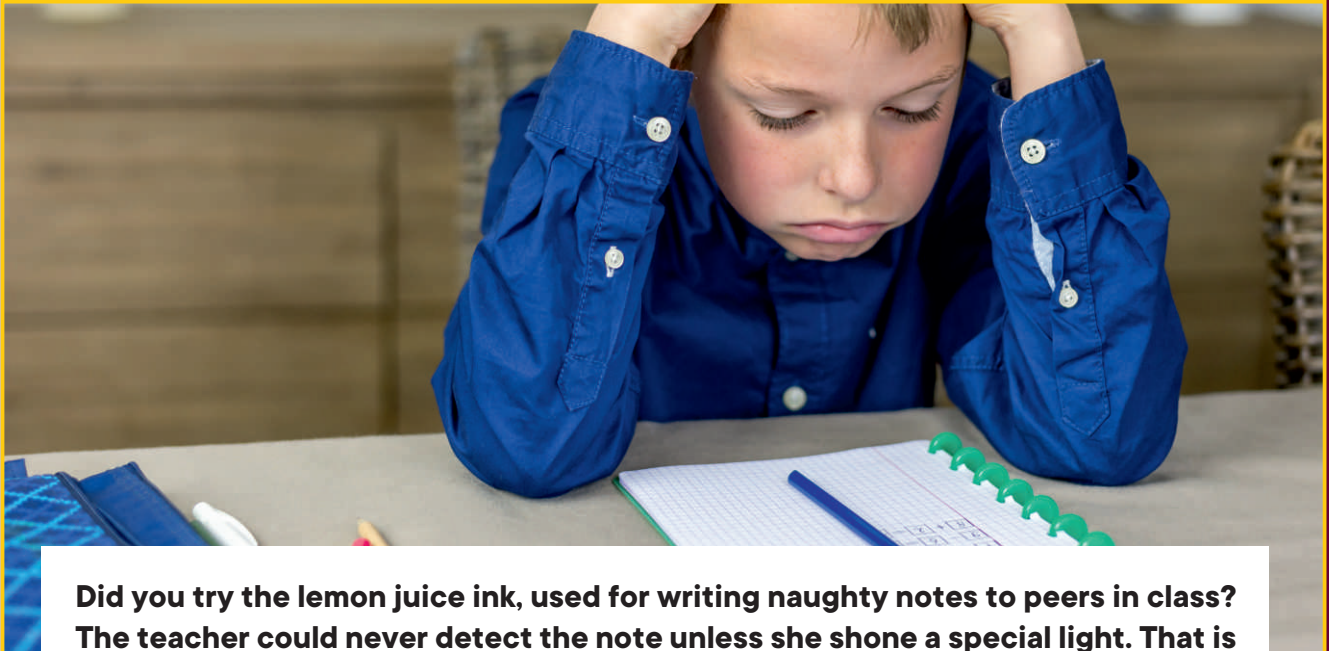
Message of Treasurer:

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 that 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 and learning disabilities 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.

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.

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.

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 were shell-shocked by havoc instigated by Covid-19. The fast breakdown of routine, of normal family life structures left many

panicking and distressed. Some of them attended school for an hour or two a week; but this was far, far from adequate.

We adapted our SLT Homework club by launching a remote tutoring and buddy project. We recruited under-stimulated high school and college volunteers to study with 65 sen children remotely. They were supervised by a skilled special education teacher who managed the project, paired volunteers with children and liaised with children's teachers and therapists. Children received support with home-schooling as well as boosts to core numeracy, literacy and science skills.

Our Speech and Language Therapists also supported volunteers to practice speech and language therapy targets with children. We monitored children's progress with the Therapy Outcome-Framework and user feedback forms.

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.

At the same time, this provided 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. 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.

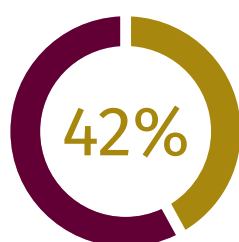
Other areas of predicted outcomes reported and evaluated included:
Being more responsible and empathetic

Being able to express difficult feelings

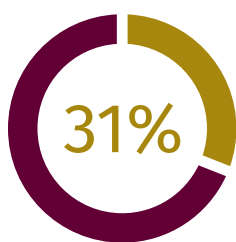
Navigating social situations successfully

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

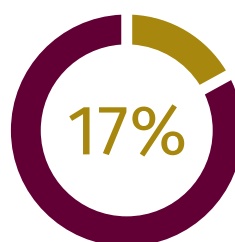
Through playful activities they learned actively listening, interpreting body language, asking questions, taking turns and other skills that will help them feel comfortable in social and unknown situation.



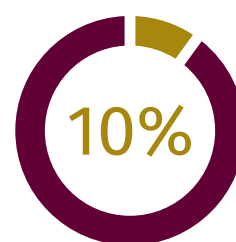
**Social and
Mental
Friendship**



**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:

F. Kransz



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 Funds	Restricted 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		106,675.84		
PROJECTS :				
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**

