

GECKO COMMUNITY

England & Wales · Charity number 1195860

Details

Other names	GECKO COMMUNITY CIC
Status	Registered
Legal form	CIO
Registered	2021-09-21
Register	View on the Charity Commission register

Contact

Address	Grovely Middleton Road Winterslow Salisbury SP5 1QL
Phone	07753191991
Email	admin@geckocommunity.org.uk
Website	https://www.geckocommunity.org.uk/

Activities

Objects: TO ACT AS A RESOURCE FOR YOUNG PEOPLE AGED 5 TO 25 WHO ARE DIAGNOSED OR UNDIAGNOSED NEURODIVERGENT; HAVE SUFFERED TRAUMA, MENTAL ILL HEALTH OR AT RISK FROM EXCLUSION OR HAVE SELF-EXCLUDED FROM MAINSTREAM EDUCATION BY PROVIDING ADVICE AND ASSISTANCE AND ORGANISING PROGRAMMES OF PHYSICAL, EDUCATIONAL AND OTHER ACTIVITIES AS A MEANS OF:(A) ADVANCING IN LIFE AND HELPING YOUNG PEOPLE BY DEVELOPING THEIR SKILLS, CAPACITIES AND CAPABILITIES TO ENABLE THEM TO PARTICIPATE IN SOCIETY AS INDEPENDENT, MATURE AND RESPONSIBLE INDIVIDUALS;(B) ADVANCING EDUCATION;(C) RELIEVING UNEMPLOYMENT;(D) PROVIDING RECREATIONAL AND LEISURE TIME ACTIVITY IN THE INTERESTS OF SOCIAL WELFARE FOR PEOPLE LIVING IN THE AREA OF BENEFIT WHO HAVE NEED BY REASON OF THEIR YOUTH, AGE, INFIRMITY OR DISABILITY, POVERTY OR SOCIAL AND ECONOMIC CIRCUMSTANCES WITH A VIEW TO IMPROVING THE CONDITIONS OF LIFE OF SUCH PERSONS

Activities: Gecko Community offers innovative teaching and therapeutic projects to support neurodivergent students who struggle with education. Our provision combines the alternative education needed by these students with an appreciation of the wellbeing essential to their social integration and personal confidence.

Classification

- **How:** Provides Services, Provides Advocacy/advice/information
- **What:** Education/training, Disability, Human Rights/religious Or Racial Harmony/equality Or Diversity
- **Who:** Children/young People, People With Disabilities

Geography

- Throughout England And Wales

Finances

Period end	Income	Expenditure	Assets	Employees
2025-09-30	£406,591	£375,495	-	-
2024-09-30	£406,591	£375,495	-	-
2023-09-30	£339,388	£289,085	-	-
2022-09-30	£221,514	£189,229	-	-

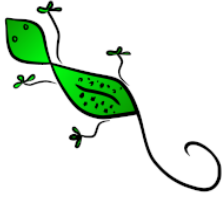
Trustees

Name	Role	Appointed
Vikki Mead	Chair	2020-04-20
JODIE SMITTEN		2020-12-07
Mark Heaven		2020-12-07
Peter Hartley		2020-12-07

GECKO COMMUNITY

England & Wales - Charity number 1195860

Accounts



Gecko Community

Empower, Inspire, Educate

Annual Trustee Report

October 2024 to September 2025

01/10/24 - 30/09/25

Contents

- 1. Aims and Description of the charity
- 2. Staff
- 3. Students
- 4. Rivers
- 5. Finances
- 6. Safeguarding
- 7. Our support and what this means
- 8. Going forwards.

1. Aims and Description of the charity

Gecko Community is a registered Charity (1195860) providing innovative teaching, therapeutic projects and mentoring. We are a Neurodivergent led Charity and we are uniquely skilled in supporting neurodivergent young people. Our Mentors and Teachers are highly skilled and experienced. We understand our young people from a neurodivergent perspective as most of us are Autistic, ADHD, PDA and/or dyslexic. We work 1:1 online with our students.

We have expertise in:

- Pathological Demand Avoidance/Persistent Drive for Autonomy (PDA)
- Monotropic thinking styles
- Alexithymia
- Autistic Masking
- Autistic Burnout
- Double Empathy Theory
- Trauma/cPTSD

We support young people aged between 5 -25 who are

- ADHD
- Autistic
- experiencing anxiety and mental ill health
- at risk from exclusion or have self-excluded from formal education
- Experiencing bullying and trauma

Young people can be with us because they're out of school, while they wait for a placement or as part of their EOTAS package. We support neurodivergent young people for as long as they need.

We aim to inspire, support and educate young people who have been let down by mainstream education and who need alternative teaching methods.

Young people attend online with the choice to be on or off camera, speaking or typing, emailing or sharing communication through music, film, stories or gaming platforms.

Mentoring sessions

Mentor sessions are led by the young person. The aim is to support them in exploring their neurology through a neurodivergent-affirming lens, re-building self-confidence, helping them re-discover their love of learning (on their terms) and act as a positive Neurodivergent role model. Mentors also support young people who are in crisis, have cPTSD and work therapeutically with them to process trauma.

All sessions are student led. Self-discovery and recovery is achieved through the therapeutic relationship between the mentor and the young person. The length of this process is determined by the young person and is organic, not time limited or prescriptive.

All mentors use a trauma informed framework (PACE).

Academic Sessions

With an expanding staff and student profile, we now offer sessions in English Literature and Language, Drama and play therapy, Art, History, Science including Physics, Computer Science, Biology, and Maths.

We offer GCSEs in English Language and Literature, Maths, Computer Science and Biology.

We have staff members running ASDAN programmes, subjects include short courses in Animal Care, English, Environmental, Expressive Arts, Foodwise, History, Living Independently and Mathematics.

We have 2 staff members trained to teach Bronze and Silver Arts Awards.

Update

We moved our registered address as our Placement Coordinator moved house and our registered address is her home. We do this so that Gecko's post can go to her.

2. Staff

Description

We believe that Gecko needs to work for us, too. We do not believe in tiers or hierarchies and treat all staff as equals and part of our team. People do not work **for** Gecko Community, they work **with** Gecko Community.

Although all appointments are open to Neurotypical people and Neurodivergent people alike, currently all our staff members are ND. Staff are Autistic or ADHD or both. This means that we truly understand how our brains and our young peoples' brains work and can empathise with their journeys, adapting to a learning style that best suits them. All staff understand that Gecko is entirely student-led.

Update

- All our staff have Supervision. This is new, it was our aim in the last report and we have now achieved it. The Supervision is with a trained Counsellor. Staff have the option of having this monthly or fortnightly, depending on how they are doing. This can change depending on their mental health and if they need more support with students who may be experiencing more difficulties or make a disclosure.
- We used to have a weekly teacher meeting and a weekly mentor meeting. We have changed this so that there is one weekly meeting with everyone invited. Only two thirds of the staff can currently attend, this is due to their work hours or if they don't work on a Wednesday.
- We have our first cover teacher. One of our teachers needed to go on long term leave. Most of her sessions could be moved to others but we also needed to have a temporary teacher.
- One of our mentors left to focus on his own business. We hired a new mentor to replace him.

3. Students

Description

Any student can join us. Referrals come in through Families, Schools, Local Authorities or the Third Sector e.g. Social Services.

Update

- We currently have 117 young people with us who are either in academic sessions or mentoring sessions.
- We now offer Parent Support sessions. This is typically with parents of our current students. The aim is to support parents by offering a confidential 1-1 safe space where parents can unpick trauma, explore neurodivergent experience and offer signposting where appropriate.

- Our grants support our low income families. We are proud to say that 25% of our sessions are for low income families. This represents 38 families who otherwise could not have mentoring or teaching support for their children.

4. Rivers

In September 2024, we opened an alternative provision site for six to eight neurodivergent children in years four and five. We called this Rivers. Our previous report was sent when Rivers was running but we unfortunately had to close it at Easter 2025.

We encountered many difficulties. Foremost was the lack of finances. We had planned to raise £20k but were unable to and the project continued to run at a deficit. We found volunteers to help us fundraise and some staff even volunteered their time to but unfortunately, though we sent off over thirty bids, none were successful.

Our Placement Coordinator's time was also dramatically taken with Rivers and we needed her to run our main business, our 100 online students and 16 staff.

5. Finances

Description

- We have a three tier payment system for our fees. We receive donations which we use to support our low income families, they pay £15 or £20 a session. For high income families, they pay £35 a session. For schools and LAs, they pay £65 a session. When schools and LAs are involved we send weekly or half termly reports and attendance data. We also attend monthly or half termly meetings and attend Annual Reviews.
- We receive £1,000 each year from the Singer Foundation. This supports our staff Supervision costs.
- We receive £2000 in Spring each year, from the Ingles Foundation which is used for core costs such as training and wages.

Update

- This year, we received a donation of £12,500 from Wrenlabs. This is less than other years. However, in August we received £15,000 again for the academic year 2025 - 2026. We use this to support our grant funded spaces.
- In January we gave staff a 5% boost in pay. This was called a 'winter boost' to support the more expensive bills over winter. We have done this for a few years. We continued this boost monthly, until April, and then in May we made it official and everyone had a 5% increase to their wages. We do a pay increase every year which we are very proud of.
- We hadn't planned to do a 5% increase which meant we hadn't saved as much as we were hoping by the end of the year. From September 2025, our fees to schools and LAs have gone from £60 a session to £65 a session to support the increase in wages.
- A huge impact on our finances has been the changes in taxes on wages. The basic change was that the rate increased from 13.8% to 15% on earnings above the secondary threshold. The secondary threshold, where employers start paying NICs, was also decreased from £9,100 to £5,000 annually. The Employment Allowance, which reduces employer NICs, was increased from £5,000 to £10,500.
This was discussed at length between our Placement Coordinator and our PAYE support and it was hoped that our costs above wages would go from £2,600 to £3,200 a month. However, this was incorrect. Our costs on top of wages are now £4,200 a month. This has had a huge impact on our business model and means we have to bring in more fully funded students as our grants don't stretch as far.

6. Safeguarding

Our young people have been through traumatic experiences in their school time. Some have a diagnosis of PTSD, all of them have heightened anxiety. Some of our young people self-harm and some young people have tried to take their own lives or have suicidal ideation. All our staff have annual safeguarding training and we have two Designated Safeguarding Leads (Level 3 trained).

7. Our support and what this means

We are widely recognised and acclaimed within the Autistic community. We are currently oversubscribed with a waiting list and are full this academic year. With us, our students are able to learn about their true selves through a Neurodivergent lens.

This was made very evident when our Placement Coordinator sent out a request for testimonials and the Gecko inbox was flooded with replies. We have copied them all into Appendix A. Our Placement Coordinator sent these onto the relevant staff as they came in. It was wonderful to receive these and great for staff to see so clearly the impact of their hard work.

8. Going forwards

We want to increase our wages. We are going to try and fundraise however this relies on fundraising every year / every two years. A more sustainable approach is to have more fully funded students but one of our central aims is to support low income families. This is going to be a discussion point over the next few months and how we can sustainably increase wages.

Signed by the Chair of Trustees

A handwritten signature in black ink, appearing to read 'Vikki Mead', written over a horizontal line.

Vikki Mead

14th November 2025

Testimonials from parents

“Gecko community has offered my autistic child hope when there was no hope elsewhere, connection when no connection was available, a moment of normality when routine and school was gone.

Gecko community is unique- therefore the waiting list is far too long, but that wait is so so worthwhile. Everyone is so understanding of the trauma experienced by our neurodiverse young people and the exhaustion and emotional pain suffered by families. Our young people finally find their tribe- a place to be themselves, a place to be accepted and a safe place to explore their identity.

My child’s journey out of school has been four long years- organisations and authorities that should understand, that should help, that should find solutions- don’t. Without Emily and Piers at Gecko I would have felt totally isolated and alone - we cannot thank them enough.”

“Gecko has been THE only alternative provision that my child has successfully been able to access in the last 7 years. Their working practice and ethics are inclusive, neurodivergent and gender affirming and trauma-informed. Their tutors listen to my child’s needs and incorporate them into the sessions, making reasonable adjustments for him, ensuring he is finally able to access education. Without them and their working practices, I doubt my child wouldn’t have had any secondary education. I can’t thank them enough.”

“Gecko stepped up for us during a very difficult time in our lives. Our daughter was unable to access school, had very low self-esteem and poor mental health. We did not receive any support from education, the LA or NHS.

Gecko staff just “get it” and there is huge value and support in the way Gecko runs for both young people and parents/carers. Neurodivergence is accepted, pressure is reduced and the mentors and tutors are role models.”

“Without Gecko, my daughter would not be engaging in any traditional provision. The mentors’ approach to supporting her and their flexibility is unmatched, across all various alternative provisions I’ve been involved in, nothing has had the same level of success as Gecko.”

“Gecko has been a lifeline for my boys, helping them gain confidence in themselves and their abilities, supporting and guiding them as they nurtured their belief in themselves and helped them become the strong and confident boys I knew they were before the mainstream education system broke them down.”

“It’s hard to put into words just how valuable Gecko’s provision is. Our son has had mentoring with Mel since 2021. He was incredibly isolated and in deep burnout. Mel has been his lifeline and they continue to meet weekly, including during the holidays. His confidence and happiness has improved significantly with Mel’s support. In the past couple of years he’s felt safe enough to engage with 3 brilliant Gecko tutors; Cindy, Dan and Jo. Thanks to Gecko, our son is enjoying life again, and gradually achieving the goals that are right for him. We are beyond grateful for everything the team continues to do for us.”

“Gecko Community is an incredibly important organisation for so many. It both changes, and likely contributes to saving, many young people’s lives. A validating, affirming and brilliant bunch of people working hard to make education inclusive.”

“My child has mentoring, with Gecko. Having access to a fellow non binary Autistic person; with shared life experience, has made them feel so much more secure in themselves. Their mentor has given incredible advice on creating safe boundaries in friendships and helped them to be able to advocate for themselves in social situations.”

“As a family we couldn't have made it through the last few years without your support , understanding, knowledge, care and patience. The space you hold at Gecko for Our daughter is made of safety , complete understanding and compassion, there aren't many organisations like yourselves. The tutors' ability to adapt to our child's needs is above and beyond and at the same time what was so lacking before your world opened up to her, creating a world of future possibilities.”

“Gecko has been such a positive experience for Z, at a time when he was very unsupported by education professionals, Gecko came in to his experience and without pressure were able to get him to engage with a positive interactions and he now enjoys sessions with Eliza twice a week and Abi doing science which is leading to an ASDAN qualification. The effect on his mental health and self image is simply amazing.”

“My son feels safe with Gecko, because he knows he's understood. The relationships with the teachers and mentors mean that he feels able to engage with his learning, even though it's still very hard for him. He's been supported through times when progress has felt impossible, and other teachers have given up on him. The mentoring has helped him feel able to discuss his needs and feel proud of his identity.“

“Our son was utterly traumatised by his experiences in mainstream education. Working with a specialist mentor over the last two years has enabled our son to heal and begin to enjoy learning again. They authentically 'meet the child where they are'. Many professionals say this but it isn't true. At Gecko it is and that makes all the difference.“

“My daughter has been attending sessions with Gecko for several years after experiencing extreme burn out which we now know was due to being autistic which she masked for years. She started out hating herself and at the time was not leaving the house at all. We were desperate for help and all the people whose job it is to help us disappeared and chose to blame my parenting, telling me that my daughter couldn't possibly be autistic because she was quiet and kind and she was likely anxious because I was making her anxious. I reached out to Emily at Gecko in desperation to find someone who understood and we absolutely found that. Emily allowed us to have a part funded place and matched us with a mentor for P who helped her to rebuild her confidence and engagement in life. It was so good to finally find a team of people who understood what it is like to have a brain that worked a bit differently. As a parent I found it saved my life and for the best part of a year was the one and only hour my child spent with any input other than myself. The style of engagement was always geared around my daughter's needs and interests. It is hard to put into words the incredible work that Gecko community does but when we desperately needed help, they were there for us 100% and I couldn't be more grateful. Thanks to the support of Gecko community my daughter is beginning to re-engage with life again and she no longer hates herself. As a parent trying to navigate a broken system it's rare to find the glimmers of hope when everyone is blaming you. I am so thankful to Gecko community.”

"We're coming to the end of our journey with Gecko. A has now moved on to uni and is in his second year physics, which would never have happened without Jo's steady and unwavering support in maths for the 2 years that he was in Sixth form, they made him drop maths and physics which sent him into a self-destructive tail spin. Jo's patience and trauma informed working ended up being the steady base we were able to build on to get him back onto the path he had set for himself despite the harm mainstream education did to his mental health.

M is still with you for the remainder of this academic year, with Jo still supporting him through his GCSE maths resits in November.

M started his second year in college last month in full time education after an absence in mainstream of 3 years. Again Jo has been the only constant for him together with Slade who came in a little later. Assisting him in his trans journey and guiding him and us as parents from a place where we were on suicide watch and where self-harm was an almost daily occurrence, to a firm plan in place for his trans journey. He is so much more at ease with himself and all that internal turmoil is now not needed anymore because, we as parents, have a much better understanding of what support is needed and possible. So thank you for educating us alongside our children.

Also all the help and patience with dealing with the Local Authority has been invaluable.

M is now doing an Access to HE course with Jo's help, and is looking forward to going to uni next year. With Slade's help, he's in the process of finding his surgeon.

We can only be grateful for finding Gecko all these years ago and for all the unwavering support you have shown us. What else is there to say? The results speak for themselves."

"About half an hour ago S came off his morning mentoring with Mel and ran to find me to announce "that was the best session ever"! He wanted me to email Mel to tell her this! But instead I am emailing you instead as I thought it was so fitting ahead of you presenting....

S is with me nearly all day, every day give or take a few random hours here or there. This has been pretty much standard since he went into burnout at the end of 2023.

So finding Gecko Community, finding S the right kind of provision (after so much wrong provision from education previously) has been absolutely huge for him and all of us! I know that on Monday and Friday morning, he is in a safe space with Mel and I know their time together is something he looks forward to and enjoys tremendously.

He has come away from today's session with huge curiosity to create more in Minecraft to show her at his next session. We feel very fortunate to have found Gecko and particularly Mel."

"Gecko Community has been supporting my family for just over three years. They've been standing beside and supporting us throughout many significant life events including; my children's medical diagnoses, death of a close family member, marriage breakdown, day to day difficulties caused by historic educational trauma and ongoing challenges that arise due to living as a neurodivergent family.

Without Gecko Community and their incredible team of neurodivergent affirming tutors, I feel sure we would have lost complete faith in finding educators and a support team who genuinely care and can adapt their considerable teaching skills to accommodate and help me get the best outcomes for my two children.

Despite the children's challenges, particularly with direct verbal communication due to Situational Mutism and Autism, the team have consistently provided adapted neurodivergent affirming interaction and communication methods, at the children's own pace, also taking into account the trauma they experienced during the years they were attending school within the standard education system.

Now both teenagers, each week we continue to rely heavily on the solid and trusting relationships they have built with all three of their tutors. Their unwavering patience, understanding, knowledge and time should not be underestimated and is clearly fostered throughout the culture of the organisation. We would be absolutely lost without them."

“Gecko Community has helped support my son with his home learning. A struggled with crippling anxiety which meant he no longer trusted adults and was unable to leave the house let alone access education. The adults that have worked with A have empowered him and made him feel safe and secure enough to access learning. A accesses science and now English through Gecko Community and he himself said, “English is my favourite subject because I get to learn English and History, my two favourite things.” This is due to his English tutor finding out about his interests and building the learning around him.

I am so grateful that Gecko Community has had such a positive impact on my son's learning, the adults are so aware of his neurodiversity and effortlessly support him.”

"My daughter started getting support at Gecko when she was 14 and she is now 19. The help that Sarah has given her, has kept her sane. This is no exaggeration because the mainstream school system broke my daughter.

Emily has also been a consult support to me with regular check ins and recommending me for 1-1 peer support, which helped me tremendously.

I believe Gecko saves young people's lives."

“For M, it's easy to look at how well he is able to engage in his sessions and see that things are amazing for him with Gecko. For me it's seeing all those before the session parts as well - where he's not struggling with the transition to start, where he's actually happy to be reminded and jumps up to get the laptop on, where he knows it's a safe space for him. And also, those days when his mental or physical energy levels or capacity is reduced, he is able to verbalise much more calmly than he used to, that he can't do the session. His autonomy is respected and that collaborative process that Gecko does, so well is all part of what makes it successful for M.

H is new to Gecko this school year. It's really hard to properly convey the difference I see when H has a Gecko session. She is herself again when she has her Gecko session. She is lively and happy and can manage to speak (a lot!), I am shooed out of the room more often than not. This is such a stark difference to other provisions where she can't manage to speak and often can't use chat functions and is anxious and needs direct adult support from me almost the whole time. I wanted to see how H responded to Gecko when she moved to EOTAS because of the positive experiences M had. We're not even through the first half term and I already want her to have more sessions with you. Her other provisions aren't 'bad' and are responsive and kind do listen and she will hopefully become more relaxed and less anxious with them too, but it's how Gecko staff are able to create that safe space for her so fast that has blown me away.

And lastly - it's the care and regard I feel as a parent that also makes Gecko feel so special. As soon as there's a wobble for one of the kids or a session doesn't quite go to plan, you are there checking in if things are okay. You're there asking "What can we do differently?". And for me, that's so refreshing and wonderful. With Gecko, I don't have to experience that sinking feeling where I'm thinking oh, god, I'm going to have to be 'that parent' again as I need to advocate for 'xyx' provision to hear and see my child or to have them meet my kids' needs. I don't have to do any of that with Gecko and it means a lot to me. So thank you for really seeing my children and thank you for lowering my stress levels :) “

“Our highly skilled Gecko mentor Slade has been a key part of my daughter's slow recovery from school-related trauma and autistic burnout. Having a consistent, experienced, empathetic person to support us has been crucial in keeping faith in the positive future that's now within sight, but has been so hard to believe in at times along the way. I'm so grateful to Gecko for getting us through the last few incredibly difficult years.

R's Gecko tutor is brilliant. After not attending school, seeing anyone other than immediate family or indeed leaving the house for three years, starting online Maths and English tutoring was a really big step, but Anjali handled it expertly and things are going really well. It's made a startling difference to R's self-esteem and confidence already, after only a few weeks. R has found speaking difficult for a long time and has surprised herself at how much talking she's been able to do with Anjali. Since the sessions started she's wanted to 'exercise' her voice more by reading aloud to me, and has begun to share more about how she's feeling. R used to love to sing, and had felt she'd lost her voice entirely; she now feels hopeful that she might one day get her singing voice back.

It's really great that Gecko can offer tutors who can teach both Maths and English GCSE, as R would've struggled much more to engage with two different people. Online is ideal; face to face teaching, or having to leave the house to go somewhere else, would be impossible for R at this point.

I've particularly admired Anjali's skill in facilitating the sessions in just the right way to make R comfortable - for example by completely avoiding small talk and never asking direct questions, which would instantly raise R's stress levels, and being very accepting, affirming and kind, so that R has been able to participate and enjoy every session."

"Gecko community has provided a life-line for my child and us as a family when the mainstream school placement broke down. When my YP was unable to attend school due to unmet needs and resulting trauma and burnout, they also lost connection, meaningful input, joy in learning, and trust in any kind of teacher. Tuition with Gecko has picked them up where they were. First one, then two sessions introduced them to self-directed learning and taught them to trust that not all teachers will overwhelm them with demands. After about half a year of sessions, they are now able to attend an AP outside the home for a limited amount of hours, meet peers and hopefully start building friendships. Gecko has been a bridge builder for them back into the world."

"I can not thank geckos enough, especially Eliza. Before gecko JJ had completely shut down over school and anything to do with learning, especially maths. Eliza's understanding of JJ as a person and ability to adapt to his needs has meant JJ is now able to start maths GCSE along with computer science, media studies and English. He now has a future thank you team."

"Gecko mentoring has provided our young person with her only contact with the outside world where other professionals have failed to engage with her. This is a precious lifeline giving us hope that she might learn to trust other adults and eventually engage with wider help."

"When my children have been unwell with burnout, Gecko were a life line for us all. They have helped me no end in getting my child feeling worthwhile again. They trusted that their mentors and teachers wanted to be with them, make time for them and give them purpose when the school system had left them feeling helpless and useless."

"L was totally disengaged and unable to do anything after severe school trauma. Gecko found the right person for him and worked therapeutically in a way that he could engage in and continue to work with him in a way that he can access in a low demand way. It has shown L that there is another way and enables him to stay true to himself."

"Gecko has been THE only alternative provision that my child has successfully been able to access in the last 7 years. Their working practice and ethics are inclusive, neurodivergent and gender affirming and trauma-informed. Their tutors listen to my child's needs and incorporate them into the sessions, making reasonable adjustments for him, ensuring he is finally able to access education.

Without them and their working practices, I doubt my child wouldn't have had any secondary education. I can't thank them enough."

"You have given my young person who is home educated a space to be accepted, validated and creative. Confidence has been built in their ability to sing, for example, allowing us to move from online sessions with their gecko tutor to in person singing lessons. Sessions are led by their interests as they evolve and continue to build opportunities outside of the sessions too. You have been able to give evidence to a neurodevelopmental assessment in a really supportive and meaningful way which has in turn allowed them to really understand themselves and know Gecko sessions are somewhere they feel emotionally safe and understood."

"My daughter very suddenly was unable to cope in school following transition to secondary. She was unable to leave the house, or entertain the idea of learning. After a period of time, she wanted to feel 'normal' and like her friends, but was just not able to manage with people or 'school'. Gecko and Zoe made the difference. Zoe seemed to instantly 'get' my daughter and she began to engage, and show delight, feeling that she was "normal" and able to learn just like her friends. To hear my daughter say "I love Gecko!" meant more than I can put into words. Thanks to Gecko I was able to see the little bright spark my daughter had once been before."

"My teen has weekly calls with her wellbeing mentor (Mel), when they first started around 3 years ago she was in a very dark place. Over time my teen found safety and connection from sharing her interests with Mel, and now being able to share difficult feelings and experiences too. Mel offers a safe space, helping my teen feel understood. Every week she looks forward to her calls with Mel, often saying "I can't wait to tell Mel", "I'm going to talk to Mel about Mel will understand". Following every call she is left regulated and lighter. As an extension of Mel's support, we as Parents now understand how best to support our daughter and home life is happier and more neurodivergent friendly."

"Gecko has supported my son for a number of years. When it started he was massively burnt out and in a dark place at only 6 years old. The support he has received has helped him to recover, to recognise when he can not do things and to advocate for himself to this effect. He has explored topics of interest, built his confidence back up and explored different types of neurodiversity through the neuro bears programme. The support has sometimes come in the form of advocacy, that Gecko has been able to provide at meetings with the Local Authority about his education and care needs, and sometimes to nurses within the specialist nursing teams. We are extremely grateful for the support for our son.

My daughter receives support from a Gecko mentor and it has made a huge difference for her to have someone to confide in, about her challenges at school. She is finding school very exhausting and anxiety inducing with it all. Her mentor allows her to explore her thoughts and share things that she normally keeps locked away. This is helping her to make sense of what she thinks and feels about things; understanding her own feelings doesn't always come naturally. She looks forward to her sessions and seems lighter or relieved after them. We would be struggling more without the support from Gecko."



Gecko Community CIO		Charity No	1195860
Annual accounts for the period			
Period start date	1-Oct-24	To	date 30-Sept.-25

Section A Statement of financial activities

activity	£	d funds	funds	funds	Total funds	Prior year funds
		£	£	£	£	£
		F01	F02	F03	F04	F05
Incoming resources (Note 3)						
Income and endowments from:						
Donations and legacies	S01	-	-	-	-	-
Charitable activities	S02	-	358,200	-	358,200	349,590
Other trading activities	S03	49,795	-	-	49,795	57,001
Investments	S04	-	-	-	-	-
Separate material item of income	S05	-	-	-	-	-
Other	S06	-	-	-	-	-
Total	S07	49,795	358,200	-	407,995	406,591
Resources expended (Note 6)						
Expenditure on:						
Raising funds	S08	-	-	-	-	-
Charitable activities	S09	49,795	354,086	-	403,881	375,495
Separate material item of expense	S10	-	-	-	-	-
Other	S11	-	-	-	-	-
Total	S12	49,795	354,086	-	403,881	375,495
Net income/(expenditure) before investment gains/(losses)	S13	-	4,114	-	4,114	31,096
Net gains/(losses) on investments	S14	-	-	-	-	-
Net income/(expenditure)	S15	-	4,114	-	4,114	31,096
Extraordinary items	S16	-	-	-	-	-
Transfers between funds	S17	-	-	-	-	-
Other recognised gains/(losses):						
Gains and losses on revaluation of fixed assets for the charity's own use	S18	-	-	-	-	-
Other gains/(losses)	S19	-	-	-	-	-
Net movement in funds	S20	-	4,114	-	4,114	31,096
Reconciliation of funds:						
Total funds brought forward	S21	32,285	81,399	-	113,684	-
Total funds carried forward	S22	32,285	85,513	-	117,798	113,684



Section A

Independent Examiner's Report

Report to the trustees

Charity Name
Gecko Community CIO

On accounts for the year ended

30th September 2025

**Charity no
(if any)**

1195860

Set out on pages

1-2

(remember to include the page numbers of additional sheets)

I report to the trustees on my examination of the accounts of the above charity ("the Trust") for the year ended 30/09/2025.

Responsibilities and basis of report

As the charity's trustees, 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 2011 Act and in carrying out my examination, I have followed all the applicable Directions given by the Charity Commission under section 145(5)(b) of the Act.

Independent examiner's statement

The charity's gross income exceeded £250,000 and I am qualified to undertake the examination by being a qualified member of Association of Accounting Technicians (AAT).

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

- the accounting records were not kept in accordance with section 130 of the Charities Act; or
- the accounts did not accord with the accounting records; or
- the accounts did 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 found no issues or matters during the examination that require mention for proper understanding of the accounts.

Signed:

Heidi Poor
SIGNED VIA ILOVEPDF

Date:

25/02/2026

Name:

Heidi Poor

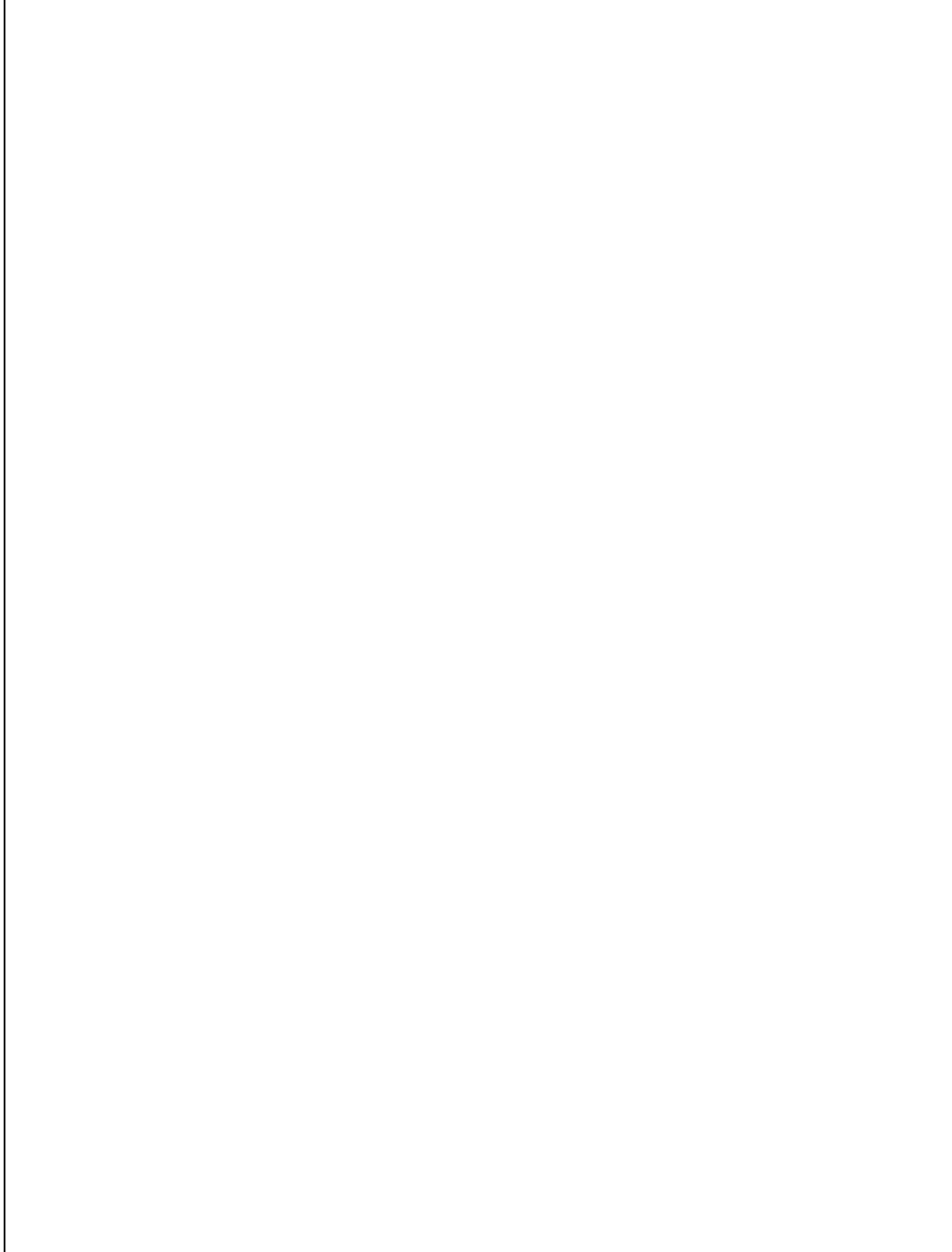
Relevant professional qualification(s) or body (if any):

MAAT

Address:

CIC Accounting Services
Michaelmas House
Summercourt

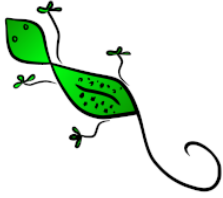
Newquay TR85DG



GECKO COMMUNITY

England & Wales - Charity number 1195860

Accounts



Gecko Community

Empower, Inspire, Educate

Annual Trustee Report

September 2023 to September 2024

Aims and Description of the charity

Gecko Community is a registered Charity (1195860) providing innovative teaching, therapeutic projects and mentoring. We are a Neurodivergent led Charity and we are uniquely skilled in supporting neurodivergent young people. Our Mentors and Teachers are highly skilled and experienced. We understand our young people from a neurodivergent perspective as most of us are Autistic, ADHD, PDA and/or dyslexic. We work 1:1 online with our students.

We have expertise in:

- Pathological Demand Avoidance/Persistent Drive for Autonomy (PDA)
- Monotropic thinking styles
- Alexithymia
- Autistic Masking
- Autistic Burnout
- Double Empathy Theory
- Trauma/cPTSD

We support young people aged between 5 -25 who are

- ADHD
- Autistic
- experiencing anxiety and mental ill health
- at risk from exclusion or have self-excluded from formal education
- Experiencing bullying and trauma

Young people can be with us because they're out of school, while they wait for a placement or as part of their EOTAS package. We support neurodivergent young people for as long as they need.

We aim to inspire, support and educate young people who have been let down by mainstream education and who need alternative teaching methods.

Referral process

We currently have 98 young people with us who are either in academic sessions or mentoring sessions. Young people can attend online with the choice to be on or off camera, speak or type, email or share communication types through music, film, stories or gaming platforms.

Any student can join us. Referrals come in through Families, Schools, Local authorities or the Third Sector e.g. Social Services.

Staff

We believe that Gecko needs to work for us, too. We do not believe in tiers or hierarchies and treat all staff as equals and part of our team. People do not work **for** Gecko Community, they work **with** Gecko Community.

Although all appointments are open to Neurotypicals and Neurodivergents alike, currently almost all our staff members are ND and many are Autistic or ADHD. This means that we truly understand how our brains and our young peoples' brains work and can empathise with their journeys, adapting to a learning style that best suits them. All staff understand that Gecko is entirely student-led.

Supporting our staff

As we grow we are giving thought as to how best to support our staff and their wellbeing. With this in mind almost half our staff have supervision, we are aiming for all our staff to have this. Supervision is 1:1, confidential, either fortnightly or monthly and support by trained counsellors.

We also now run weekly teacher meetings and mentor meetings. These may involve discussing young people, teaching methods and supporting one another.

Mentoring sessions

Mentor sessions are led by the young person. The aim is to support them in exploring their neurology through a neurodivergent-affirming lens, re-building self-confidence, helping them re-discover their love of learning (on their terms) and act as a positive Neurodivergent role model. Mentors also support young people who are in crisis, have cPTSD and work therapeutically with them to process trauma.

All sessions are student led. Self-discovery and recovery is achieved through the therapeutic relationship between the mentor and the young person. The length of this process is determined by the young person and is organic, not time limited or prescriptive.

All mentors use a trauma informed framework (PACE).

Academic Sessions

With an expanding staff and student profile, we now offer sessions in English Literature and Language, Drama and play therapy, Art, History, Science including Physics, Computer Science, Biology, and Maths.

We offer GCSEs in English Language and Literature, Maths, Computer Science and Biology.

We have staff members running ASDAN programmes, subjects include short courses in Animal Care, English, Environmental, Expressive Arts, Foodwise, History, Living Independently and Mathematics.

We have 2 staff members trained to teach Bronze and Silver Arts Award.

Our support and what this means

We are widely recognised and acclaimed within the Autistic community. We are currently oversubscribed with a waiting list and are full this academic year. With us, our students are able to learn about their true selves through a Neurodivergent lens.

Safeguarding

Our young people have been through traumatic experiences in their school time. Some have a diagnosis of PTSD. Some of our young people self-harm and some young people have tried to commit suicide. All our staff are Level 2 Safeguard trained and we have one Designated Safeguarding Lead (Level 3 trained) and one Deputy (Level 2 trained).

Finances

- We have a three tier payment system for our fees. We receive donations which we use to support our low income families, they pay £15 or £20 a session. For high income families, they pay £35 a session. For schools and LAs, they pay £50 or £60 a session. When schools and LAs are involved we send weekly or half termly reports and attendance data. We also attend monthly or half termly meetings and attend Annual Reviews.
- We have received a donation of £15,000 each year from Wrenlabs. We use this to support our grant funded spaces.
- We receive £1,000 each year from the Singer Foundation. This supports our staff Supervision costs.
- We receive £2000 in Spring each year, from the Ingles Foundation which is used for staff training.
- We gave all staff a 2% pay rise in July 2024 to continue supporting the rise in the cost of living.

Rivers

In September 2024, we opened an alternative provision site for six to eight neurodivergent children in years four and five. This is in addition to our current provision. The location is in the Frome area, Somerset. We run for 16.5 hours over three days a week, 9:30 – 3 Monday, Tuesday and Wednesday, term-time only (38 weeks). We took on 3 new members of staff to help run this facility.

The children who have joined us are neurodivergent and have EOTAS or an EHCP because they are unable to access mainstream education. Some may also have had previous traumatic experiences in school such as bullying or feeling unable to cope with what was expected. They may be experiencing anxiety or mental ill-health.

This site provides the innovative educational and emotional support that people have come to expect from Gecko, as well as the opportunity for children to meet teachers and peers face-to-face in a warm, welcoming and safe environment.

The hub is run by expert and highly experienced teachers and provides lessons based around English, Maths and Science, in a style that meets the individual needs of each child. Alongside these core subjects, we also run an Arts Award and the Neurobears program. Neurobears is a neurodivergent-affirming course which allows children to explore what neurodivergence means for them, boosting not only self-understanding but also confidence in who they are.

This hub supplements the main learning a child receives elsewhere, as it is not in place of the child's main education. The hub is registered with Ofsted on the voluntary childcare register. The children do not need to attend for the full 16.5 hours, and we are aware that children may need transitional support to build up to attending a new provision. Each child initially has a bespoke timetable as they build up their attendance to what is right for them.

We have experienced a high level of demand for this service, but unfortunately have limited places to offer. We will have a waiting list for any students who wish to join us after the initial places have filled.

In Summer term 1 we offered one day a week for potential pupils to get to know the team and other young people.

Going forwards

Our focus is on our Rivers project and making this sustainable and supportive.

Signed by the Chair of Trustees

A handwritten signature in black ink, appearing to read 'Vikki Mead', enclosed within a large, irregular, hand-drawn oval shape.

Vikki Mead

23rd March 2025



Gecko Community CIO		1195860			
Annual accounts for the period					
Period start date	10/1/2023	To	Period end date	9/30/2024	

Section A Statement of financial activities

Recommended categories by activity	Guidance Notes	Unrestricted funds	Restricted income funds	Endowment funds	Total funds	Prior year funds
		£ F01	£ F02	£ F03	£ F04	£ F05
Incoming resources (Note 3)						
Income and endowments from:						
Donations and legacies	S01	-	-	-	-	-
Charitable activities	S02	-	349,590	-	349,590	281,814
Other trading activities	S03	57,001	-	-	57,001	-
Investments	S04	-	-	-	-	-
Separate material item of income	S05	-	-	-	-	57,574
Other	S06	-	-	-	-	-
Total	S07	57,001	349,590	-	406,591	339,388
Resources expended (Note 6)						
Expenditure on:						
Raising funds	S08	-	-	-	-	-
Charitable activities	S09	57,001	318,494	-	375,495	289,085
Separate material item of expense	S10	-	-	-	-	-
Other	S11	-	-	-	-	-
Total	S12	57,001	318,494	-	375,495	289,085
Net income/(expenditure) before investment gains/(losses)	S13	- 0	31,096	-	31,096	50,303
Net gains/(losses) on investments	S14	-	-	-	-	-
Net income/(expenditure)	S15	- 0	31,096	-	31,096	50,303
Extraordinary items	S16	-	-	-	-	-
Transfers between funds	S17	-	-	-	-	-
Other recognised gains/(losses):						
Gains and losses on revaluation of fixed assets for the charity's own use	S18	-	-	-	-	-
Other gains/(losses)	S19	-	-	-	-	-
Net movement in funds	S20	- 0	31,096	-	31,096	-
Reconciliation of funds:						
Total funds brought forward	S21	32,285	50,303	-	82,588	-
Total funds carried forward	S22	32,285	81,399	-	113,684	82,588

Charity No:
1195860

Gecko Community CIO

Balance Sheet

Year Ending September 2024

	2024 £	2023 £
Current Assets		
Debtors	1,095	9706
NEST Refund Due	16,132	
Bank	96,932	73347
Current Liabilities		
Accrual	475	465
Total Funds	113,684	82,588

Funds on 30/09/2024

Restricted	81,399
Unrestricted	32,285
Total funds	113,684

Charity No:
1195860

Gecko Community CIO

Year Ending September 2024

Income and expenditure

	Reserved	Unreserved	Total spent
Income	349,590	57,001	
Expenses			
EXPENSES			
WAGES - Contract	187460	57,001	244461.00
WAGES - Self Employed	9619		9619
Hiscox/MM Insurance	5992		5992
Go Daddy Internet	340		340
Louise Poor - PAYE	1650		1650
NEST Pension	33004		33004
Aaron Department, DBS	751		751
Access to Work	10707		10707
ASDAN	522		522
Item Purchases	4559		4559
Parent Support	300		300
Supervision	400.00		400
Training	2859.00		2859
Venue Hire	1898.00		1898
Welfare	98.00		98
HMRC Payroll	52163.00		52163
Professional	370.00		370
Reimbursements	5702.00		5702
Software	100.00		100
Total Spent	318494	57,001	375495

Reserved Funding Left **31096**

Total income

406,591

Independent Examiner's Report to the Trustees Gecko Community CIO

We report on the accounts of the Trust for the year ended 30 September 2024, which are set out on the attached pages.

Respective responsibilities of trustees and examiner

The Charity's Trustees are responsible for the preparation of the accounts. The Charity's Trustees consider that an audit is not required for this period (under section 144 of The Charities Act 2011 (The Charities Act), and that an independent examination is needed. It is our responsibility to:

- Examine the accounts (under section 145 of The Charities Act),
- To follow the procedures laid down in the General Directions given by The Charity commission (under section 145(5)(B) of The Charities Act, and
- To state whether particular matters have come to our attention.

Basis of Independent Examiner's Report

Our 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 the Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a true and fair view and the report is limited to those matters set out in the statement below.

Independent Examiner's Statement

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

- (1) which gives us reasonable cause to believe that in any material respect the requirements:
 - To keep accounting records in accordance with section 130 of The Charities Act
 - To prepare accounts which accord with the accounting records and comply with the account requirements of The Charities Act have not been met
- (2) to which, in our opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

R.J. Fry
R.J. Fry, F.C.A.
Pryor, Begett, Fry & Co
CHARTERED ACCOUNTANT

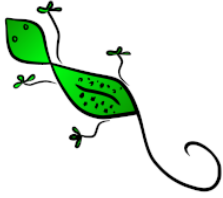
97 Meneage Street,
Helston,
Cornwall.
TR13 8RE

Dated 15.04.2025

GECKO COMMUNITY

England & Wales - Charity number 1195860

Accounts



Gecko Community

Empower, Inspire, Educate

Annual Trustee Report

September 2022 to September 2023

Aims and Description of the charity

Gecko Community is a registered Charity (1195860) providing innovative teaching, therapeutic projects and mentoring. We are a Neurodivergent led Charity and we are uniquely skilled in supporting neurodivergent young people. Our Mentors and Teachers are highly skilled and experienced. We understand our young people from a neurodivergent perspective as most of us are Autistic, ADHD, PDA and/or dyslexic.

We have expertise in:

- Pathological Demand Avoidance/Persistent Drive for Autonomy (PDA)
- Monotropic thinking styles
- Alexithymia
- Autistic Masking
- Autistic Burnout
- Double Empathy Theory
- Trauma/cPTSD

We support young people aged between 5 -25 who are

- ADHD
- Autistic
- experiencing anxiety and mental ill health
- at risk from exclusion or have self-excluded from formal education
- Experiencing bullying and trauma

Young people can be with us because they're out of school, while they wait for a placement or as part of their EOTAS package. We support neurodivergent young people for as long as they need.

We aim to inspire, support and educate young people who have been let down by mainstream education and who need alternative teaching methods.

Referral process

We currently have 92 young people with us who are either in academic sessions or mentoring sessions. Young people can attend online with the choice to be on or off camera, speak or type, email or share communication types through music, film, stories or gaming platforms.

Any student can join us. Referrals come in through Families, Schools, Local authorities or the Third Sector e.g. Social Services.

Staff

Our staffing team has expanded to 17 members, everyone is part time. We believe that Gecko needs to work for us, too. We do not believe in tiers or hierarchies and treat all staff as equals and part of our team. People do not work **for** Gecko Community, they work **with** Gecko Community.

Although all appointments are open to Neurotypicals and Neurodivergents alike, currently almost all our staff members are ND and many are Autistic or ADHD. This means that we truly understand how our brains and our young peoples' brains work and can empathise with their journeys, adapting to a learning style that best suits them. All staff understand that Gecko is entirely student-led.

Supporting our staff

As we grow we are giving thought as to how best to support our staff and their wellbeing. With this in mind almost half our staff have supervision, we are aiming for all our staff to have this. Supervision is 1:1, confidential, monthly support by trained counsellors.

We are also now running weekly teacher meetings and mentor meetings. These may involve discussing young people, teaching methods and supporting one another.

Investments made in our staff and training opportunities:

Autism Awareness - Kieran Rose

PDA - Mel Duncan

Self Harm - Mel Duncan

LBGQT - Mel Duncan / Kim Roberts

Safeguarding Training - CPD Online

Deaf Awareness Training from Swindon Deaf Society

The Nurturing Neurodivergence Conference 2023

Mentoring sessions

Mentor sessions are led by the young person. The aim is to support them in exploring their neurology through a neurodivergent-affirming lens, re-building self-confidence, helping them re-discover their love of learning (on their terms) and act as a positive Neurodivergent role model. Mentors also support young people who are in crisis, have cPTSD and work therapeutically with them to process trauma.

All sessions are student led. Self-discovery and recovery is achieved through the therapeutic relationship between the mentor and the young person. The length of this process is determined by the young person and is organic, not time limited or prescriptive.

All mentors use a trauma informed framework (PACE).

Academic Sessions

With an expanding staff and student profile, we are now able to offer sessions in English Literature and Language, Drama and play therapy, Art, History, Science including Physics, Computer Science and Biology, and Maths.

We offer GCSEs in English Language and Literature, Maths, Computer Science and Biology.

We now have staff members running ASDAN programmes. We offer ASDAN subjects which include short courses in Animal Care, English, Environmental, Expressive Arts, Foodwise, History, Living Independently and Mathematics.

A new member of staff is trained to teach Bronze and Silver Arts Award, and has trained another staff member who is also delivering the project.

Our support and what this means

We are widely recognised and acclaimed within the Autistic community. We are currently oversubscribed with a waiting list and are full this academic year. With us, our students are able to learn about their true selves through a Neurodivergent lens.

We are now a recommended provider in independent Autism assessments.

We have very positive feedback from young people and their adults on our new website. Some examples are:

“Not long after our session with Kim this afternoon, A mentioned that his face felt funny and a bit weird. ‘Oh, why do you think that is,’ I asked. He said, ‘I think it’s because I’ve just spent the last 45 minutes smiling and I don’t normally smile this much!!’ A big thank you from both of us to you and Kim. A has been unable to access any type of provision for such a long time, this feels like a really positive step in the right direction.”

“I want you to know that the hour that we spend with you is the best hour in our week. Before beginning our sessions with you P was suffering from extreme burnout due to trauma experienced at school and she was mute outside of very close relationships. It has been such an enormous shift for me as a parent to work with someone who genuinely wants to nurture P’s interests and isn’t trying to squash her into a box she doesn’t fit in. I am not sure how comfortable you are with praise but I just want to thank you from the bottom of my heart for giving us hope for the future and for giving P a reason to enjoy learning again. I hope you know how amazing you are!!”

“You are all so important and I can’t thank any of you enough for the support you have given C over the past year. We will forever be grateful for the positive impact you all have had on his extremely difficult journey. Please don’t ever think any of you are anything but outstanding, you have been my hero’s. Thank you so much for everything.”

Safeguarding

A significant rise in the number of concerns this year. For the first time, we rang 999. We spoke to the Police more this year too with historic disclosures.

Our young people have been through traumatic experiences in their school time. Some have a diagnosis of PTSD. Some of our young people self-harm and some young people have tried to commit suicide. All our staff are Level 2 Safeguard trained and we have one Designated Safeguarding Lead (Level 3 trained) and one Deputy (Level 2 trained).

Partnerships and support

Our previous partnerships remain.

This year we have a new partnership with Beacon Family Services. They have fund raised to support four of our parents with one-to-one parent listening support.

Finances

- We have a three tier payment system for our fees. We receive donations which we use to support our low income families, they pay £15 or £20 a session. For high income families, they pay £35 a session. For schools and LAs, they pay £50 or £60 a session. When schools and LAs are involved we send weekly or half termly reports and attendance data. We also attend monthly or half termly meetings and attend Annual Reviews.
- We have received a donation of £15,000 each year from Wrenlabs. We use this to support our grant funded spaces.
- We receive £1,000 each year from the Singer Foundation. This supports our staff Supervision costs.
- We receive approximately £1,500 in Spring each year, from the Ingles Foundation which is used for staff training.
- We gave everyone a 5% pay rise in July 2023 to try and support the rise in the cost of living due to higher than normal inflation rates.

Breakdown of student numbers, in relation to finances

We have 92 students to date. Of these, 60% are school or LA supported and 40% are family funded. All our family spaces are part-grant funded. This ranges from low income to high income families. (A low income family might be a single parent family, a family whose key wage earner has had to stop working to support their child or a family on benefits.)

Going forwards

Again, we are not planning to recruit anymore staff this academic year, or for a few years. We are now focusing on improving what we already do.

We want to fundraise more to support our low income families.

Signed by the Chair of Trustees

A handwritten signature in black ink, appearing to read 'Vikki Mead', enclosed within a large, irregular, hand-drawn oval shape.

Vikki Mead

30th October 2023

Gecko Community CIO

30th September 2023

Income and Expenditure

	Restricted	Unrestricted
Income	281814	57574
Total	339387	
Expenses		
WAGES - Contract	243,456	
WAGES - Self Employed	11,840	
Ansvar Insurance	1,535	
Go Daddy Internet	249	
Accounting	1,425	
NEST Pension	5,945	
Aaron Department, DBS	267	
Access to Work	5,347	
Annual Audit	270	
ASDAN	626	
Family Therapy	768	
Er's NI	12,486	
Software	39	
Supervision	3,150	
Training	1,682	
Total Expenditure	289,084	
Reserves	50,303	

INDEPENDENT EXAMINERS REPORT
TO THE TRUSTEES OF GECKO COMMUNITY CIO

We report on the accounts of the charity for the year ended 30th September 2023 which are appended.

RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND EXAMINERS

As the charity's trustees, you are responsible for the preparation of the accounts; you consider that the audit requirement of section 144 of the Charities Act 2011 (the Act) does not apply. It is our responsibility to state, on the basis of procedures specified in the General Directions given by the Charity Commissioners under section 145(5)(b) of the Act, whether particular matters have come to our attention.

BASIS OF INDEPENDENT EXAMINERS REPORT

Our 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 disclosure in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence required by an audit and consequently, we do not express an audit opinion on the view given by the accounts.

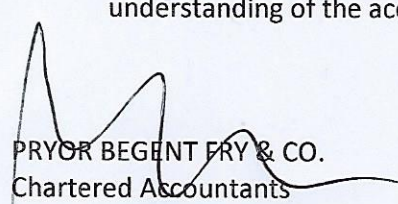
INDEPENDENT EXAMINERS STATEMENT

In connection with our examination, no matter has come to our attention;

1. Which gives us reasonable cause to believe that in any material respect the requirement
to keeping accounting records in accordance with section 130 of the Act, and
to prepare accounts which accord with the accounting records and to comply with the
accounting requirements of the Act

have not been met, or;

2. To which, in our opinion, attention should be drawn in order to enable a proper
understanding of the accounts to be reached.



PRYOR BEGENT FRY & CO.
Chartered Accountants
13-15 Commercial Road
Hayle
Cornwall
TR27 4DE

18th December 2023

Gecko Community CIO		Charity No Company No	1195860
Period start date	01/10/2022	To	Period end date 30/09/2023

Section A Statement of financial activities (including summary income and expenditure account)

Guidance Note

Recommended categories by activity	Unrestricted funds		Restricted income funds		Endowment funds		Total funds		Prior year funds	
	£	F01	£	F02	£	F03	£	F04	£	F05
Income (Note 3)										
Income and										
Donations and			281,814					281,814		38,468
Charitable activities					-					171,488
Other trading	57,574				-			57,574		-
Investments					-					-
Separate material					-					10,000
Other					-					1,558
Total	57,574		281,814		-			339,388		221,514

Expenditure (Notes 6)

Expenditure on:	S08	S09	S10	S11	S12
Raising funds					
Charitable activities	57,574	231,511			188,029
Separate material					1,200
Other					
Total	57,574	231,511			189,229

income/(expenditu	S13	-	50,303		50,303	32,285
Tax payable	S14					
Net	S15	-	50,303	-	50,303	32,285
Net gains/(losses) on investments	S16	-			-	-
Net	S17	-	50,303	-	50,303	32,285
Extraordinary items	S18	-			-	
Transfers between Other recognised	S19	-			-	-
Gains and losses	S20	-			-	-
Other gains/(losses)	S21	-			-	-
Net movement in	S22	-	50,303	-	50,303	32,285
Reconciliation of funds: forward carried forward	S23	-	32,285	-	32,285	-
	S24	-	82,588	-	82,588	32,285

Gecko Community CIO

Charity Number: 1195860

30th September 2023

Balance Sheet

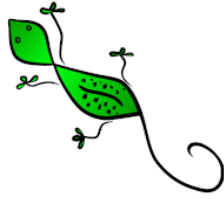
	£	£
	2023	2022
Current Assets		
Debtors	9,706	3,259
Bank	73,347	29,490
Liabilities		
Creditor	465	465
Funds on 30th September 2023	£82,588	

Restricted Funds £82,588

GECKO COMMUNITY

England & Wales - Charity number 1195860

Accounts



Gecko Community

Empower, Inspire, Educate

Annual Trustee report

Year Ending 30th September 2022

Aims and Description of the charity

Gecko Community is a registered Charity (1195860) providing innovative teaching, therapeutic projects and mentoring. We are a Neurodivergent led Charity and we are uniquely skilled in supporting neurodivergent young people. Our Mentors and Teachers are highly skilled and experienced. We understand our young people from a neurodivergent perspective as most of us are Autistic, ADHD, PDA and/or dyslexic.

We have expertise in:

- Pathological Demand Avoidance/Persistent Drive for Autonomy (PDA)
- Monotropic thinking styles
- Alexithymia
- Autistic Masking
- Autistic Burnout
- Double Empathy Theory
- Trauma/cPTSD

We support young people aged between 5 -25 who are

- ADHD
- Autistic
- experiencing anxiety and mental ill health
- at risk from exclusion or have self-excluded from formal education
- Experiencing bullying and trauma

Young people can be with us because they're out of school, while they wait for a placement or as part of their EOTAS package. We support neurodivergent young people for as long as they need.

We aim to inspire, support and educate young people who have been let down by mainstream education and who need alternative teaching methods.

Referral process

We currently have 91 young people with us who are either in academic sessions or mentoring sessions. Sessions are important pieces of social interaction and young people can attend online with the choice to be on or off camera, speak or type, email or share communication types through music, film, stories or gaming platforms.

Any student can join us. Referrals come in through Families, Schools, Local authorities or the Third Sector e.g. Social Services.

Staff

Our staffing team has rapidly expanded to 16 members with some full time and more part time in order to best support our team's physical and mental wellbeing. Our motto is that Gecko needs to work for us, too. We do not believe in tiers or hierarchies and treat all staff as equals and part of our team. People do not work for Gecko Community, they work with us.

Although all appointments are open to Neurotypicals and Neurodivergents alike, currently almost all our staff members are ND and many are Autistic or ADHD. This means that we truly understand how our brains and our young peoples' brains work and can empathise with their journeys, adapting to a learning style that best suits them. All staff understand that Gecko is entirely student-led.

Supporting our staff

As we grow we are giving thought as to how best to support our staff and their wellbeing. With this in mind almost half our staff have supervision, we are aiming for all our staff to have this. This is 1:1, confidential, monthly support by trained counsellors.

We are also now running weekly teacher meetings and mentor meetings. These may involve discussing young people, teaching methods and supporting one another/

Investments made in our staff and training opportunities:

Autism Awareness - Kieran Rose

PDA - Mel Duncan

Self Harm - Mel Duncan

LBGQT - Mel Duncan / Kim Roberts

Safeguarding Training - CPD Online

Deaf Awareness Training from Swindon Deaf Society

Mentoring sessions

Mentor sessions are led by the young person. The aim is to support them in exploring their neurology through a neurodivergent-affirming lens, re-building self-confidence, helping them re-discover their love of learning (on their terms) and act as a positive Neurodivergent

role model. Mentors also support young people who are in crisis, have cPTSD and work therapeutically with them to process trauma.

All sessions are student led. Self-discovery and recovery is achieved through the therapeutic relationship between the mentor and the young person. The length of this process is determined by the young person and is organic, not time limited or prescriptive.

All mentors use a trauma informed framework (PACE).

Academic Sessions

With an expanding staff and student profile, we are now able to offer sessions in English Literature and Language, Drama and play therapy, Art, History, Science including Physics, Computer Science and Biology, and Maths.

We offer GCSEs in English Language and Literature, Maths, Computer Science and Biology.

We now have staff members running ASDAN programmes. We offer ASDAN subjects which include short courses in Animal Care, English, Environmental, Expressive Arts, Foodwise, History, Living Independently and Mathematics.

A new member of staff is trained to teach Bronze and Silver Arts Award.

Our support and what this means

We are widely recognised and acclaimed in the Autistic community and are currently oversubscribed with a waiting list. We are full this academic year. With us, our students are able to learn about their true selves through a Neurodivergent lens.

We have very positive feedback from young people and their adults on our new website. Some examples are:

'My 15 year old daughter has been having English project sessions and mentor sessions with Gecko Community for the last five months. She is autistic and struggles with severe anxiety. She had reached burnout and could no longer access mainstream school due to school based trauma. Gecko has really helped our daughter to gently re-engage with education at her own pace and on her own terms. Their young person led therapeutic techniques have really helped and my daughter looks forward to her Gecko sessions. "My daughter loves working with Gecko, it has given her confidence back in learning.' 'The tutor always listens and adjusts the way of working to suit her needs. Gecko really understands the needs of children and, most importantly, they listen to the child' 'My child is struggling with autistic burnout, manifesting in depression and deep social anxiety and has been out of education for the last two years. I was struggling to find help for her despite being under the care of Camhs. I found out about Gecko through an autistic led training course.'

'Gecko has lit a fire under my child with regard to English! An incredible transformation from a reluctant student of English to one who is now thinking of doing it at A-level. Gecko "get it". They get the anxiety and understand the traumatic experiences that my child has sadly undergone in mainstream school.'

Our Website

We have recently created a new website which gives a clear overview of the charity and allows young people and their adults to find out more. <https://geckocommunity.org.uk>

Safeguarding

Our young people have been through traumatic experiences in their school time. Some have a diagnosis of PTSD. Some of our young people self-harm and some young people have tried to commit suicide. All our staff are Level 2 Safeguard trained and we have one Designated Safeguarding Lead (Level 3 trained) and one Deputy (Level 2 trained).

Partnerships and support

These are the people we are partnered with:

- Kieran Rose (Neurodivergent) - he is 'The Autistic Advocate' and runs the 'Inside of Autism' training which all our staff members have attended (mandatory training). He also supports staff on the training session and is responsible for some of our young people finding us.
- Jodie Smitten (Neurodivergent) (BSc Hons Psy - PG Cert - MA Autism - MBPs) is an independent specialist working with autistic children, their families and their schools. She has many years experience of working with autistic children. Jodie also holds a honours degree in psychology, a post graduate certificate in autism and holds a Masters in Autism from Sheffield Hallam University. Jodie is also one of our trustees.
- Nic King (Neurodivergent). Nic is a parent to one of our students and has also set up the fantastic NeuroBears which is a website 'for autistic young people aged 8-14 (ish) who want to learn what it means to be Autistic in a really positive way.'
- Catherine Eveness (Neurodivergent). Catherine is a certified Theraplay® Practitioner who set up Theraplay South West. She offers some of our families Parental Support.

Finances

- We have a three tier payment system for our fees. We receive donations which we use to support our low income families, they pay £15 or £20 a session. For high income families, they pay £35 a session. For schools and LAs, they pay £50 or £60 a session. (When schools and LAs are involved we send weekly or half termly reports and attendance data. We also attend monthly or half termly meetings and attend Annual Reviews.)

- We have received a donation of £15,000 each year from Wrenlabs. We use this to support our grant funded spaces.
- We receive £1000 each year from the Singer Foundation. This supports our staff Supervision costs.
- We receive approximately £1500 in Spring each year, from the Ingles Foundation which is used for staff training.
- We gave everyone a 5% pay rise in July 2022 to try and support the rise of the cost of living due to higher than normal inflation rates.
- We gave everyone a 5% winter support pay boost in December (and will do so too for January and February) to support the higher than usual cost of fuel, food and necessities during the colder months.
- We are aiming to build reserves for three months of staff wages.

Breakdown of student numbers, in relation to finances

We have 91 students to date. Of these, 52 are school or LA supported. 39 are family funded. Of these 18 are low income families and 21 are high income families. (A low income family might be a single parent family, a family whose key wage earner has had to stop working to support their child or a family on benefits.)

These 39 families who are with us, of the total 91, means 43% of our students have no Government funding or support. Many are fighting for this support but it is incredibly hard to get. All their children are legally entitled to an appropriate education but it is usually a fight with a Local Authority to get this.

Looking at our session numbers is very interesting and shows another picture. We run 162 sessions a week. Of these, 114 are funded by schools or LAs. This is 70% of our sessions. Low income families have 23 sessions a week and high income families have 25 sessions a week. Low income families have only 14% of our sessions. (High income families have 16%.)

It is clear that with funding, so much more can be received. This makes it very important for us to fundraise and enable our low income families to have access to more sessions.

Going forwards

We are not planning to recruit anymore staff this academic year, or for a few years. We are now focusing on improving what we do already.

We want to fundraise more to support our low income families.

Signed by the Chair of Trustees

A handwritten signature in black ink, appearing to read 'Vikki Mead', enclosed within a large, irregular, hand-drawn oval shape.

Vikki Mead

24th January 2023

Gecko Community CIO	
Period start date	09/14/2021

Section A Statement of financial activities (including summary income

Recommended categories by activity	Guidance Note	Unrestricted funds £ F01
Income (Note 3)		
Income and endowments from:		
Donations and legacies	S01	38468
Charitable activities	S02	60612
Other trading activities	S03	
Investments	S04	-
Separate material item of income	S05	10,000
Other	S06	1,558
Total	S07	110,638
Expenditure (Notes 6)		
Expenditure on:		
Raising funds	S08	
Charitable activities	S09	109,438
Separate material expense item	S10	1,200
Other	S11	
Total	S12	110,638
Net income/(expenditure) before tax for the reporting period	S13	-
Net income/(expenditure) after tax before investment gains/(losses)	S14	
	S15	-
Net gains/(losses) on investments	S16	-
Net income/(expenditure)	S17	-
Extraordinary items	S18	-
Transfers between funds	S19	-

Other recognised gains/(losses):
Gains and losses on revaluation of fixed assets for
the charity's own use

S20

-
-
-
-
-
-
-

Other gains/
(losses)

S21

Net movement in funds

S22

**Reconciliation
of funds:**

Total funds brought forward

S23

Total funds carried forward

S24

Charity No	1195860	
Company No		
To	Period end date	09/30/2022

and expenditure account)

Restricted income funds	Endowment funds	Total funds	Prior year funds
£	£	£	£
F02	F03	F04	F05
		38,468	
110876	-	171,488	-
-	-	-	-
-	-	-	-
-	-	10,000	-
-	-	1,558	-
110,876	-	221,514	-

78,591		188,029	
		1,200	
78,591		189,229	

32,285		32,285	
32,285	-		-
-	-	-	-
32,285	-		-
-	-	-	-
-	-	-	-

-	-	-	-
-	-	-	-
32,285	-	-	-
-	-	-	-
32,285	-	32,285	-

INDEPENDENT EXAMINERS REPORT

TO THE TRUSTEES OF GECKO COMMUNITY CIO

We report on the accounts of the charity for the period 14th September 2021 to 30th September 2022 which are appended.

RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND EXAMINERS

As the charity's trustees, you are responsible for the preparation of the accounts; you consider that the audit requirement of section 144 of the Charities Act 2011 (the Act) does not apply. It is our responsibility to state, on the basis of procedures specified in the General Directions given by the Charity Commissioners under section 145(5)(b) of the Act, whether particular matters have come to our attention.

BASIS OF INDEPENDENT EXAMINERS REPORT

Our 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 disclosure in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence required by an audit and consequently, we do not express an audit opinion on the view given by the accounts.

INDEPENDENT EXAMINERS STATEMENT

In connection with our examination, no matter has come to our attention;

1. Which gives us reasonable cause to believe that in any material respect the requirement
. to keeping accounting records in accordance with section 130 of the Act, and
. to prepare accounts which accord with the accounting records and to comply with the accounting requirements of the Act

have not been met, or;

2. To which, in our opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.


PRYOR BEGENT FRY & CO.
Chartered Accountants
13-15 Commercial Road
Hayle
Cornwall
TR27 4DE

9th December 2022

Gecko Community CIO

Charity Number: 1195860

Year Ending 30th September 2022

Balance Sheet

Current Assets

Bank	29,490
Debtors	3,259

Current Liabilities

Accrual	465
---------	-----

Funds

Unrestricted funds	0
Restricted Funds	32285

Funds at 30th Sept. 2022	32,285
---------------------------------	---------------

The Company was entitled to exemption from audit under s477 of the Companies Act 2006 relating to small companies.

The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The director's acknowledge their responsibilities for complying with the requirements of the Companies Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to small companies subject to the small companies regime and in accordance with FRS102SORP.

Signed by one or two trustees/directors on behalf of all the trustees/directors

Print Name

Date

Gecko Community CIO		Charity No	1195860	
		Company No		
Period start date	14/09/2021	To	Period end date	30/09/2022

Section A Statement of financial activities (including summary income and expenditure account)

Recommended categories by activity	Guidance Note	Unrestricted funds	Restricted income funds	Endowment funds	Total funds	Prior year funds
		£ F01	£ F02	£ F03	£ F04	£ F05
Income (Note 3)						
Income and endowments from:						
Donations and legacies	S01	38468			38,468	
Charitable activities	S02	60612	110876	-	171,488	-
Other trading activities	S03		-	-	-	-
Investments	S04	-	-	-	-	-
Separate material item of income	S05	10,000	-	-	10,000	-
Other	S06	1,558	-	-	1,558	-
Total	S07	110,638	110,876	-	221,514	-
Expenditure (Notes 6)						
Expenditure on:						
Raising funds	S08					
Charitable activities	S09	109,438	78,591		188,029	
Separate material expense item	S10	1,200			1,200	
Other	S11					
Total	S12	110,638	78,591		189,229	
Net income/(expenditure) before tax for	S13	-	32,285		32,285	
Tax payable	S14					
Net income/(expenditure) after tax before	S15	-	32,285	-		-
Net gains/(losses) on						
investments	S16	-	-	-	-	-
Net income/(expenditure)	S17	-	32,285	-		-
Extraordinary items	S18	-	-	-	-	-
Transfers between funds	S19	-	-	-	-	-
Other recognised gains/(losses):						
Gains and losses on revaluation of fixed	S20	-	-	-	-	-
Other gains/(losses)	S21	-	-	-	-	-
Net movement in funds	S22	-	32,285	-		-
Reconciliation of funds:						
Total funds brought forward	S23	-	-	-	-	-
Total funds carried forward	S24	-	32,285	-	32,285	-

Gecko Community CIO

Charity Number: 1195860

Year Ending 30th September 2022

Accounting Policies

Income

Recognition of income These are included in the statement of financial activities when:

- 1) the charity becomes entitled to the resources
- 2) it is more likely than not that the trustees will receive the resources;
- 3) the monetary value can be measured with sufficient reliability.

Offsetting There has been no offsetting of assets and liabilities, or income and expenses.

Grants and donations Grants and donations are only included in the SoFA when the general income recognition criteria are met (5.10 to 5.12 FRS SORP)

Government Grants The Charity has received £1,558 from the DWP.

Support costs The Charity has not incurred expenditure on support costs.

Volunteer help The value of any volunteer help received is not included in the accounts but is described in the Trustee's annual report.

Expenditure and Liabilities

Deferred income No material item of deferred income is included in the accounts.

Creditors The charity owes £465 for accounting preparation

Assets

Tangible Fixed assets The charity has no tangible fixed assets at present.

Intangible Fixed Assets The charity has no intangible fixed assets at present.