



**EMPOWERING
PEOPLE,
LAUNCHING
LIVES**

2019

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Foreword from the CEO and Chair of Trustees

Year 4 of our 5-year strategy has seen some significant developments, all underpinned by our values.

We continue to **deliver excellence** through our services and are delighted to note that our Early Years' service has now reached 70 families many of whom have seen their children develop communication skills that have transformed their ability to engage and play. Park House School is full, with 56 pupils, over 85% of whom have exceeded targeted expectations, building their skills and abilities towards a life where they have choice and control. Tram House School has taken the step this year to develop a Sixth Form provision co-located with South Thames College. This provides broad curriculum and social opportunities on the pathway to adulthood with 'just enough support'. Our Post-19 provision opened its second hub in November, enabling access for 10 more young adults to learn and develop the skills they need for employment and appropriate supported living options.

Our **commitment to ABA** has been strengthened by gaining ACE (Authorised Continuing Education) provider status from the Behavior Analyst Certification Board (BACB) enabling us to deliver certified events for the continued professional development of our behaviour analysts. Our robust staff training and development programmes have a direct, positive impact on the outcomes of our learners and families.

Respect is a core value that has underpinned this year's organisational objective – to promote wellbeing for our pupils, staff and stakeholders. This includes strong multidisciplinary team working around each pupil and their family to foster effective communication and to hear pupil voice.

Being **proud to challenge** has been demonstrated at conferences, through our thought pieces on social media and every day in pursuit of outstanding outcomes for our learners and their families. We highly value our partnerships with Yarrow, South Thames College and employers in our communities disrupting the cycle of prejudice that can exist for people with autism and their families.

Huge thanks to all our supporters and partners, together we are able to empower people and launch lives.

Tracie Linehan **Karen Sorab OBE**
CEO Chair of Trustees & Founder



Front cover image: Child playing in our Early Years' service

About us and our values

BeyondAutism is a charity dedicated to empowering people with autism to lead fuller lives through positive educational experiences, training for the people who work with them and support for their families and carers.

We are experts in educating children and young adults with autism, applying the principles of Applied Behaviour Analysis (ABA) and Verbal Behaviour (VB) to teach students and arm them with the life skills they need to live as independent a life as possible.

At BeyondAutism we are:

Dedicated to delivering excellence

By developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.

Committed to Applied Behaviour Analysis

By contributing to research and ensuring our staff continually develop and share best practice that ensure aspirational outcomes for people with autism are achieved.

Respectful

By embracing diversity, showing integrity, acting with compassion and always treating people with dignity.

Proud to challenge

By listening, changing thinking, shifting attitudes and educating.

“...I've gained a great insight into the SEND setting which you are clearly proud and passionate about... I felt a warm welcome, met a friendly and knowledgeable staff who clearly know their children and how to work together as a team...

[I] had a timely and important reminder that behaviour is the essence of accessing learning, relationships must be worked on and maintained and any opportunity to see progress further than the simply academic should be noted and praised. I'll take these away for my own practice... wherever my teaching career takes me.

Trainee Teacher visiting Park House School, May 2019

In 2019, we lived the values through:

- new projects that expanded the reach of our expertise, including our Research and Learning Hub and our School Readiness programme
- training for our staff and working in partnerships that go outside our expertise to ensure our services are the best they can be
- sharing the positive impact that ABA can have for individuals – by talking at events and inviting visitors to see the results for themselves
- empowering our staff to talk positively about ABA through internal training and sharing success stories
- working with other settings in the UK and internationally to ensure our approach is the best it can be for our learners
- listening to our stakeholders – during consultations, engaging with parents and working with other education settings
- challenging the expectations of others – maintaining placements in schools, reducing exclusions, and increasing parents' expectations and aspirations

Our strategy: Empowering People, Launching Lives

Our 5-year strategy is driven by our aspirational goal to be the go-to service provider for outstanding ABA/VB provision, information, training and research.



Our people

Are valued, recognised and inspired to be their best



Our finances

Are viable and sustainable, giving the capacity to grow and extend reach



Our services

Are at the leading edge of ABA/VB provision



Our property

Is state of the art and sees us in the right place, at the right time



Our fundraising

Has a platform of support to build donations, voluntary-raised income and dedicated time



Our communication

Our brand and profile makes us the “go-to” organisation for expertise and services

As you'll see in the following pages, we've been making great steps towards these goals over the past 4 years and are excited for what we will still achieve in Year 5. We have had great success in growing as an organisation by establishing, delivering and expanding services to meet a given need, enabling us to build a portfolio of services with a strong reputation in the sector.

As part of this we have taken the decision to end our current 5-year strategy a little early, in August 2020. This will allow us to start implementing an inspiring new 5-year strategy in September 2020, which will see us work in partnership with organisations that share our values; use our expertise to influence attitudes towards people with autism in their own communities and in society as a whole; and demonstrate the impact of our work in a way that informs the development of future services and commissioning.

This new strategy will be informed by the stakeholder consultation piece we carried out over the summer, with people with autism, parents, professionals and members of the public, to ensure that the direction our organisation moves in continues to have impact where it is needed. We look forward to sharing the new strategy with you in 2020.



Multidisciplinary working at the 2019 Annual Staff Conference

Our services: Early Years

2019 has been a fantastic year for our Early Years' service.

Our progress data and parent surveys indicate significant improvements in the children's communication, behaviour, play and social skills, and increasing parental confidence. We worked with 62 families and provided support and training for 73 parents (11 of the 62 children had both parents attend). All of these children made progress.

The Early Years' service also supported first degree relatives in 7 cases (grandparents and aunts) which had a significant impact on parents' emotional and mental wellbeing as they reported feeling more understood and supported by their close family members.



Improved communication

Through our Early Years' relationship-based intervention, fused with a play-based approach, we support children to develop communication and language.

Progress data collected at the end of the summer term 2019 showed that of 34 children:

- 21 had made significant progress
- 12 had started to experience progress

Significant progress may involve moving from using single words to sentences, moving from using no words to many words, or moving from using no formal communication system to developing an alternative communication system (e.g. PECS or Makaton Sign). Starting to experience progress may involve fading prompts with a communication system, developing pre-verbal communication such as gesturing, eye contact or pointing, or experiencing an increase in vocalisations/sounds.

"Attending the sessions has definitely changed our lives for the better."

Parent, 2019

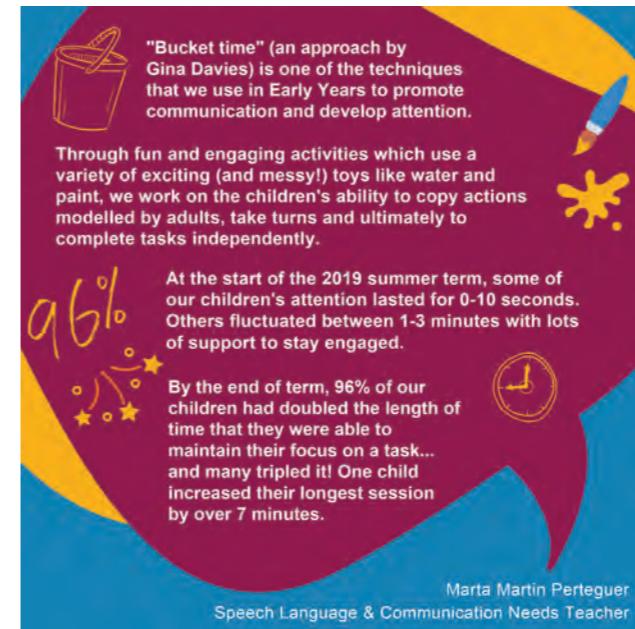
School Readiness Group

We piloted our innovative new School Readiness Group with 4 children. The group is designed to support the successful transition of young children with autism into mainstream primary school and is the perfect steppingstone for some families exiting the Early Years' group that still require further support in preparing their children for school.

Attention Autism – "Bucket Time"

In 2019 we introduced sessions of Attention Autism as a specialist intervention for communication and language. Since the start of the intervention we have seen an increase in the amount of time children engage in group activities such as story time, snack time or registration. Children have developed their resilience to follow adult-led activities and their tolerance during play sessions where a peer/s are involved.

At home parents have reported being able to engage with their children for longer, improved sibling relationships due to an increase in tolerance of being in proximity to other children, and children expressing interest in their siblings for the first time. 19 parents reported now being able to read stories.



"When my son started attending BeyondAutism sessions over a year ago he had no verbal communication apart from a few words. He used vocals and pointing, which we had to teach him. My son is now using 3-word sentences."

Parent, 2019



Celebrating progress in Early Years

We have seen considerable progress in all these areas (play, social, group skills). My son is much more sociable and as parents we have learnt to engage with him in a way that is both fun and fosters his development of joint attention skills.

Parent, 2019



A Tutor teaches a parent how to help her son develop symbolic play skills



Children take part in a storytime session with their parents

"BeyondAutism has been like a family to me. The support and advice given has made such an impact on our lives."

Parent, 2019

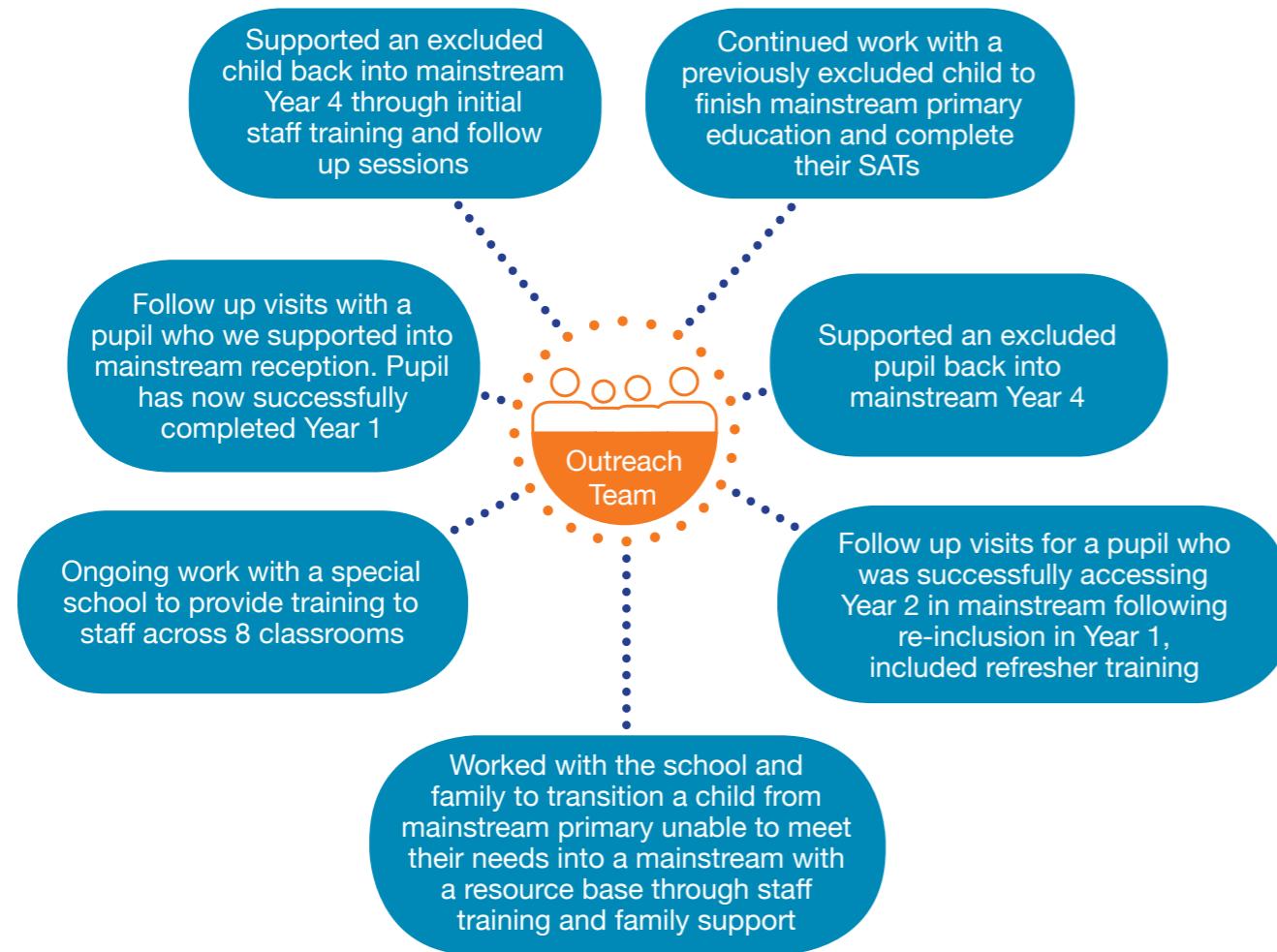
Our services: Outreach and Training

Our Outreach and Training service has worked with 9 other education settings, and delivered training to over 100 families and professionals.

At a time when schools are under increasing pressure to achieve targets and Local Authorities need to deliver against tightening budgets, it's all too common for outreach services to be seen as non-essential.

The approach of our Outreach service has demonstrated to Local Authorities and schools that by working with us now, to prevent exclusions and support children back into education, we can upskill a school to succeed in the future as well as have a positive impact on the current exclusion rates. We offer just enough support to each school, and tailor our package to meet the needs of each – whether that's working with a particular class or pupil, whole staff training or working with families – fading away our support over time. Our hope in 2020 is that more schools realise the value of investing at an early stage to change the journey that children with SEN have through our education system.

In 2019 we worked with 7 schools, supporting pupils who had been excluded or were at risk of exclusion. In all cases, the pupils successfully stayed in school, flourishing as a result of accessing education in an environment that meets their needs which includes being surrounded by peers to socialise and learn with.



[The course] has helped me as an educator who works closely with children with autism; helped me to work more closely supporting the parents of children with autism as well as working with colleagues in my school setting.

Teacher, 2019

Alongside training delivered as part of our Outreach service, we ran a number of courses for professionals and parents, and staff training days within other school settings.

- Introduction to Applied Behaviour Analysis and Verbal Behaviour (ABA/VB)
- Sensory Integration and Interactive Story Time
- Supporting children with ASD in a mainstream school using an ABA-based approach



100%
said they will be able to apply the strategies they learned on the courses in their real life and work settings.

[They] made a positive impact on my view of autism and I feel more hopeful about the future of my son

Parent, 2019



Research and Learning Hub

At the end of 2019 we soft-launched the new BeyondAutism Research and Learning Hub; the official launch will happen in 2020. Over time, this will serve as a centre for knowledge and excellence for families and professionals.

We will share the progressive work that goes on within our own services, as well as publicising engaging, relevant content produced by others. The hub includes a podcast series on ABA and multidisciplinary working, as well as stories of progress and impact that we see daily. This is part of our commitment to ensuring research in autism and ABA is continually developing.

Our services: BeyondAutism Schools

In 2019 we were delighted to extend our reach by increasing the Pupil Admission Numbers (PAN) for BeyondAutism Schools to a combined total of 106.

We currently have over 90 pupils accessing our schools. As the 2018/19 pupil progress data demonstrate, they are making outstanding progress and we are very proud of their many achievements.

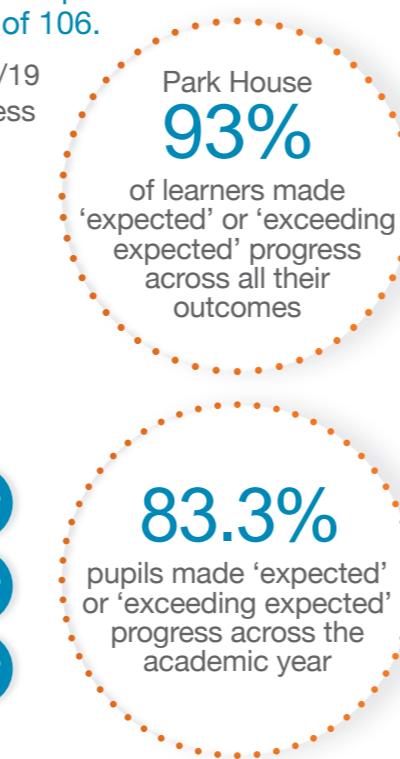
Academic year 2018/19 pupil progress

Once again pupil progress improved across both schools.

Tram House ASDAN Results 2018–2019

Qualification / Accredited Certification

No. of students entered	Qualification / Accredited Certification	Achieved
4	Accredited Gold Certification in New Horizons	4 100% Pass
14	Accredited Gold Certification in Transition Challenge; Introduction and Progression	14 100% Pass
6	Accredited Gold Certification in Transition Challenge; Sensory	6 100% Pass



Sixth Form

Following a successful pilot, we are pleased to report that our Sixth Form hub is now established at South Thames College in Wandsworth Town. The partnership provides students with an opportunity to experience college life, while learning valuable life skills.

Tram House Sixth Form is designed as a pathway enabling young adults aged 16-19 to reach their next steps and gain independent skills within the community.

Where appropriate, our Sixth Form students access the facilities at South Thames College two days a week. We have a wonderful space within the college: two sizeable classrooms along with access to the quad, gym and sports hall, shower facilities and the canteen.

Students have an opportunity to engage in a wide range of activities, including gardening and horticulture, dance, drama, sport and DT.

These activities all provide our students an opportunity to develop functional skills and independence. As well as having access to the college facilities, there is an opportunity for students to study for accredited qualifications at South Thames. We currently have 20 students in our Sixth Form, and feedback from our parents has been very positive about the opportunities on offer. They all access work experience placements either at Tram House School (6 students) or out in the community (14 students).



I could not have asked for a better setting for her, I am so happy.

Park House School Parent,
October 2019



Tram House pupils proudly show off their Wandsworth Para Swimming Gala medals



Pupil enjoying new interactive playground at Park House School

BeyondAutism Schools Independence Framework

In 2019 we developed the Independence Framework to create an assessment tool that would enable preparation and planning for learners to move away from working full time within a 1:1 model. The long-term outcome is to enable learners to attend less supported services and eventually allow for the possibility of working towards accessing education within a mainstream setting.

Focusing on all pupils' needs, from pupils who require full time 1:1 support, to those who are beginning to access learning within group sessions at other less supported settings, the framework ties together two of the schools' main assessment tools; Essential for Living and VB-MAPP. It assesses the areas of development that need to be worked on and targeted within group-based learning. It requires detailed knowledge of the learners in order to be effective and for learners to progress to the next attainable level through the framework.

In the course of the academic year 2018/19 Park House School had 10 leavers – 50% went on to Local Authority schools. This is a real success demonstrating pupils achieving outstanding progress and moving on to less intensive provisions, within their local community, as a result.

Supporting a pupil to transition to a new school

David* attended Park House School for two years. He made fantastic progress and in 2019 he was ready to move back to a Local Authority school. We visited his new school to establish which skills it would be important for David to have in this teaching environment. To support a smooth transition, we then began to focus on these core pre-requisite skills, including communication and the ability to move around his new school independently.

The first and most important skill we had to look at was the clarity of David's signs which were only really understood by a core set of staff and were often adapted because of his difficulties with fine motor skills.

We ensured David had a core set of clear signs, 'iPad', 'toilet', 'no' and 'drink'. We then began to introduce PECS as visuals were already widely used in his new school.

David quickly progressed to requesting items that were out of sight using his PECS book and we added 'book' to his signing vocabulary so he could request his PECS book if it was not immediately available.

It was important David had a method of transitioning more independently around school, even if he didn't fully understand the instructions, so we introduced a visual schedule. He was given pictures of rooms around school and he was initially directed to the rooms using physical prompts, which were then faded to a point prompt to the picture. David started to use the pictures to transition to both preferred and general locations around school, allowing him to transition independently without the need for an additional adult. This was very helpful for his new setting.

*Name of pupil has been changed to protect their identity

Just enough support

A key part of the Independence Framework, the ethos of 'just enough support' was an important focus for BeyondAutism in 2019.

'Just enough support' looks different across our services and is evident from Early Years right through to Post-19 as all of the skills learnt in our services are geared towards giving our learners the ability to live as independently as possible.

An example at Park House School is teaching a pupil how to brush their teeth using video aids. By using videos, we can decrease the amount of help needed from Tutors as pupils can learn skills by copying what they see in the video. While Tutors are still on hand when pupils need extra guidance, the idea is that the amount of assistance required will reduce as the pupil becomes more confident completing a skill independently. These videos can be easily used at home as well as at school giving our learners more independence and reducing their reliance on help from Tutors.



“ We saw pupils fully engaged in every room we entered – every opportunity was taken to make it a learning experience.

Tram House School,
The Good Schools Guide, 2019

Kaspar the Robot

In 2019 Tram House School were delighted to have the opportunity to work in partnership with Dr Ben Robins, Senior Research Fellow at the University of Hertfordshire, to trial the effectiveness of Kaspar, a robotic unit that can be directed to perform a number of physical behaviour topographies with accompanying audio.

The pilot study aimed to test whether the rate and accuracy of the acquisition of simple imitation skills were higher when using advanced technology (KASPAR) compared with just using our standard practices.

A second hypothesis and research design were developed to assess if the use of Kaspar would facilitate acquisition of discrimination between individual versus group instructions while promoting and enhancing peer to peer interactions and co-operative working.

Our pupils reacted to Kaspar in different ways. While some of them seemed reluctant to interact, others were quite interested. We observed some spontaneous imitation and responses to Kaspar's instructions, and a special interest in controlling Kaspar's responses in pupils with a higher cognitive ability.

Although findings were inconclusive, due to trial length and available resources, early indications showed that for some children with a more developed cognitive ability the use of Kaspar had a potential value in early learning.

Highlight – Eaton House the Manor partnership

BeyondAutism Schools are always keen to engage with local schools in our community. We do this in a number of ways from conducting moderation ensuring best practice, to delivering Outreach and Training, to forming partnerships that support our fundraising efforts.

In 2019, we were delighted to continue our partnership with Eaton House the Manor Pre-Prep. Eaton House have been fantastic supporters of BeyondAutism and at the start of the year we collaborated again with them for their art exhibition.

A group of their pupils came to Park House School to produce four pieces of joint work that would be part of the auction. This was a great opportunity for the Eaton House pupils to see our school and for both sets of pupils to meet each other and work with a peer group from a different school.



“ ...It was a spectacular event and it was so special that staff, children and parents from Park House could share this with us. Our boys have really been inspired by the activities and links we have made with the school and the charity.

Deputy Head at Eaton House The Manor School



Our services: Post-19

In 2019 our Post-19 service continued to go from strength to strength.

Each young adult in the service is pursuing their “ideal week” in their own community, underpinned by just enough support and the teaching of key skills to ensure independence, choice and control.

We have seen a lot of growth and development within Post-19 this year:

- In November we were delighted to open a second hub, in Wandsworth
- Our student numbers increased from 8 to 17, and we are now able to offer up to 20 places across the two hubs
- Staffing in the service has increased to reflect the expansion, including a new ABA Consultant role and an increase to two Supervisors and two Instructors
- 3 members of Post-19 staff are working towards the completion of their BCBA
- Our Advisory Board has grown to 8 members
- 11 Local Authorities currently place with us

Outcomes:

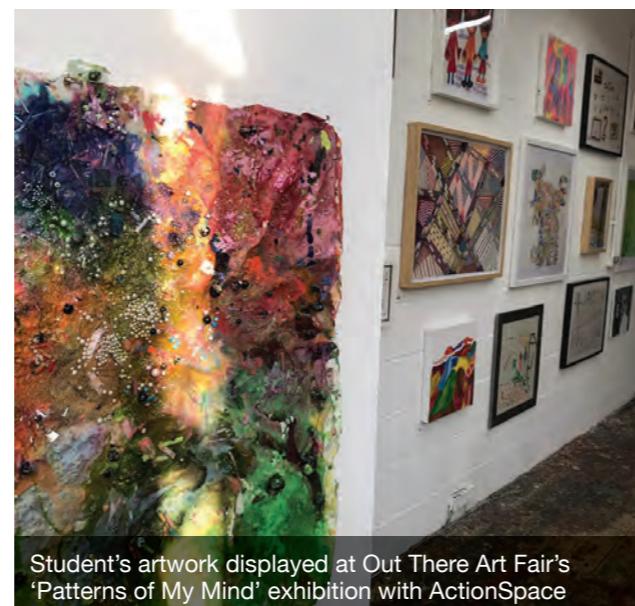
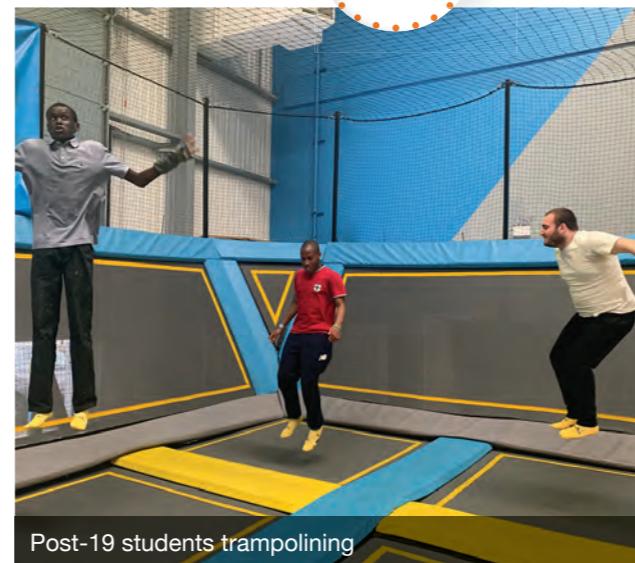
- Progress: 7 out of 8 students achieved Exceeding Progress

88%

- In Autumn 2019, Post-19 engaged with an external review of the service through NATSPEC. A NATSPEC consultant spent two days working with the service to review the strengths and areas for development within the provision.

Our own quality assurance procedures indicate that teaching is judged to be good to outstanding for all Tutors. In addition the following judgements have been made against the Ofsted framework criteria:

- Overall judgement: Outstanding
- The quality of education: Outstanding
- Behaviour and attitudes: Outstanding
- Personal development: Outstanding
- Leadership and management: Outstanding
- We achieved a 100% pass rate for students entered into certifications – ASDAN Transition Challenge; and Arts Award Discover



Student's artwork displayed at Out There Art Fair's 'Patterns of My Mind' exhibition with ActionSpace

A family holiday to remember

Before joining BeyondAutism, Iffah had always struggled to access the community and became very anxious in crowded places. After just a year attending Post-19 she was able to board a plane and go on the family's first holiday together in 10 years.

When Iffah joined BeyondAutism her parents hoped that she would be able to access the community more. They set a target for the whole family to go on holiday together, something they'd stopped doing following a particularly difficult experience at an airport where Iffah's anxiety overwhelmed her and she struggled to board the plane.

The team at Post-19 began including regular trips into the community with Iffah, and train stations, which used to trigger her anxiety, were gradually introduced to develop her tolerance of busy places – which would be essential in order to go on a family holiday. As she started to access her local community more regularly, Iffah developed coping strategies and became much more relaxed in crowded environments. No longer so anxious about travelling and going out,

she became very social and expected to be out every day of the week.

Because of the work that Iffah and the Post-19 team put in throughout the year, her parents felt confident to go on holiday as a family last summer. Iffah wore a sunflower lanyard to let airport staff know she has a hidden disability and may need special assistance, and with this additional support both flights were a complete success. Iffah was calm and happy throughout, her family were able to have their holiday abroad and Iffah could enjoy swimming in the pool and visiting the beach.

“ If it wasn't for BeyondAutism I guarantee you Iffah wouldn't have been able to fly this summer, we would not have had the summer holiday that we did. ”

Our partners – collaborative working

The Post-19 service is based on partnerships, creating strong links with communities and providing opportunities for our adults to flourish and reach their desired outcomes. With students spending up to 50% of their time in their own community, accessing local provisions and resources, these partnerships are essential to the service. We are extremely grateful to all our partners who provide opportunities for our students.

- Thrive Garden Project – therapeutic horticulture
- Yarrow – independent care provider
- Petit Miracles – vocational workshop
- Courtauld Gallery, Somerset House – coproduction work around the theme of ‘home’
- ActionSpace – vocational opportunities in art and design
- Holiday Inn – hospitality-based work experience
- D.R. Harris – factory-based work experience
- Horsenden Grape and Honey Farm – horticultural work experience



Student working on a collage for collaborative art project with Courtauld Gallery

Our people

As our organisation continues to grow, a key focus in 2019 has been on supporting the wellbeing and mental health of our staff.

We now have a team of Mental Health First Aiders who run monthly meetings around a particular subject or National Day, such as National Stress Awareness Day. Alongside this we run termly training for all staff around managing their own mental health, as well as that of our learners. These initiatives provide a new way for our staff to express how they're feeling and to share positive moments from their days that inspire and motivate others.

Our staff committee, with representation from across the organisation and working closely with the Mental Health First Aiders, continue to deliver a programme of exciting events and opportunities to socialise outside of work.

We hosted our 2nd Annual Staff Conference in September which provided a platform for the organisation to come together at the start of the academic year. The theme this year was 'Delivering impact that lasts' – a chance for some of our parents to share their personal experiences, and the impact that BeyondAutism has had on their families.



Staff attended workshops that encouraged them to find different ways to approach tasks; to be proud to challenge negative opinions while respecting the viewpoint of others; and to take time to think about the positive ripple effect that their daily roles have on the community around us.

I will remember how important my job is to so many people, and how what I do now affects the future of those people.



Internship project

We are piloting an internship programme that allows individuals with autism to undertake project work in an area that interests them, while gaining experience in all areas of the organisation from our services to the charity departments. Through this the individual will gain greater insight into areas of work they would like to explore, with coaching and mentoring supporting them into their chosen careers.

Training and development

Our dedication to delivering excellence was demonstrated through the ongoing professional development opportunities we provided. In 2019, we funded:

- 2 Masters in ABA
- PGCE
- BCBA Certification
- Certificate in Professional Marketing

During the year an additional 2 staff completed their Masters in ABA and our HR Assistant completed a CIPD Level 5 Diploma in HRM.

Our Human Resource team continued to engage with potential future recruits through representation at several careers' events, including the British Psychological Society. There was a great response with a lot of students seeking more information, future-proofing the ongoing recruitment of high-quality staff as our services grow.

Quotes from our 2019 staff survey



Our fundraising

We are incredibly grateful to all of our donors and fundraisers over the last 12 months.

With the expansion of our team, we've been able to work more closely with the services and departments to ensure that funds raised are used where we can have the maximum impact, from essential equipment for our services to activities in the community that help build confidence and independence in our learners.

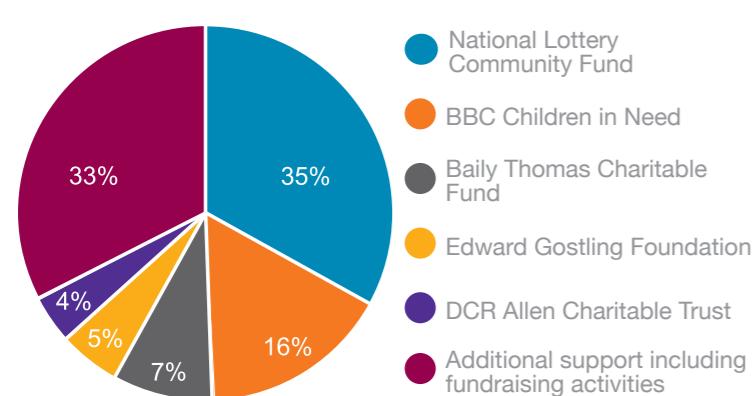
Trusts and Foundations

We secured grants from 11 Trusts and Foundations, much of which was for our Early Years' service, including new five-year funding from The National Lottery Community Fund and the three-year grant from BBC Children in Need. Alongside individual giving, this has enabled us to work with 62 families in 2019, building their skills, knowledge and confidence to support their child's development.



Sport England funded bicycles and safety equipment for the students at our schools and Post-19, with donations from Thomas's Schools Foundation going towards sports and recreation activities, including horse-riding. The Morrisons Foundation provided the funds for a much-needed sensory trolley for our Early Years' service, while the Jack Petchey Foundation has continued to support the charity through multiple donations.

How our Early Years' service is funded in 2019-20



Unrestricted giving

While much of the money we raise is for specific projects, when we receive unrestricted funds this enables us to support our services in delivering a wish list of items or projects that might not otherwise be possible. In 2019 this included technology equipment such as iPads and interactive white boards that have improved the learning experience for our students as well as providing them with new ways in which to communicate.

Funds were also used for sensory toys and tools including a sensory garden at Post-19 that teaches our students about which plants to use in cooking, building on the vocational work already being carried out. We also now have a defibrillator at Tram House School – a potentially life-saving addition.

Throughout the course of the year, our supporters raised over £1,500 through creating Facebook Fundraisers or making small changes to their online shopping habits. These are great, simple ways for all of our supporters to have a positive impact on the charity.

Corporate support

We have a number of valued partners who continued their support in 2019, including Embassy of Man who provided funding for communications devices to be used by our Therapy team across our services, and gym equipment for our Post-19 hubs. We also welcomed two new relationships: Rebound and Southside Chamber of Commerce both made us their Charity of the Year.



We're also grateful to our partners who provide wonderful and enthusiastic volunteers, gifting their time to help out at BeyondAutism events. Alongside SAP and The PHA Group, who helped with maintenance in the school holidays as part of their 'Month of Service', our thanks go to Octopus volunteers and Octopus Giving for their unrivalled reliability and commitment to BeyondAutism.



£293,933
raised in voluntary income*

I won the Volunteer of the Month award at Octopus and this means I have £500 to donate to the charity of my choice [BeyondAutism]. After helping out with the two schools in July, my teams and I discussed how utterly amazing the schools were... The care, compassion, patience and understanding that the staff and support workers have for the children is exceptional.

Sally Glancy, 2019

Fundraising activities in 2019

- Our fundraisers took part in the Vitality 10K, Royal Parks Half and 25km Thames Bridges Trek, along with events of their own, raising over £12,000
- Our biggest social event of the year, Quiz Night, raised an amazing £16,000
- We hosted an event with the Richard Ward Hair & Metrospa selling the work of photographer Dave Hogan to raise £1,800
- Donations were received through a range of festive fundraisers including Carols at Clapham Junction Station, a gift wrapping station at Southside and a Toy Appeal – with 130 presents donated by Southside customers



*Figures from January 2019 – December 2019

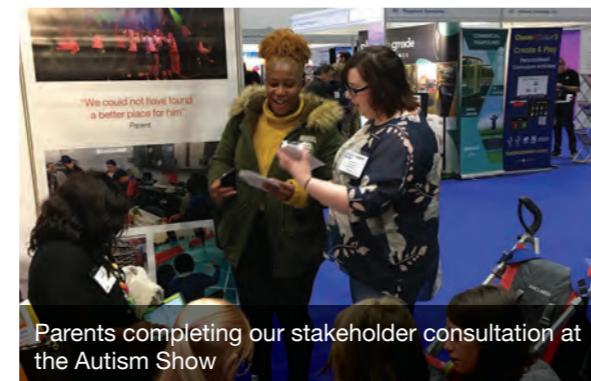
Our communication

This year we launched a stakeholder consultation at the Autism Show to find out what people feel is the greatest need for children and young adults with autism and their families.

This will help guide our thinking as we develop our next strategy. We had a great response, from individuals with autism, their families, professionals and the general public.

As part of our current strategy, we embraced the idea of 'say something more interesting' when discussing the challenges and issues faced in Special Education Needs and by the autism community. This was the theme we followed during World Autism Awareness Week, commenting on how we can improve inclusion in schools, and asking the wider community to think about what they could change to be more inclusive.

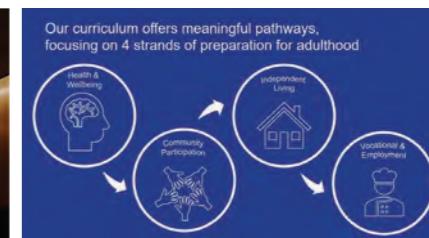
We attended multiple events throughout the year, as well as hosting training sessions for parents within our schools on topics from navigating the tribunal process to sleep and autism. David Anthony, our Head of Post-19 spoke at a number of events where he challenged people to think about what education should look like for adults with an EHCP.



2019 was a significant year for us across our digital platforms

- We launched 2 new websites – Early Years and Post-19 – enabling our audience to more easily access information about the services
- We supported the launch of the Research and Learning Hub – sharing the expertise within our service with a wider audience of professionals and parents
- We developed 7 videos, shared throughout the year, conveying information about our services, and the positive impact the support we receive has on our learners and families
- Funding from our 2018-19 Awards for All grant was used to increase accessibility to our website, improve navigation and enhance our information offering with particular focus in 2019 on including more stories that demonstrate the progress our learners make within our services. Alongside this we have updated our fundraising section to include text donations meaning it is now even easier for people to donate
- We were delighted to be successful in an application to take part in the Google Ads Amplifier programme, which meant that our marketing team had the benefit of support and expertise from digital marketing agency, MCM Net, from September–November 2019. In addition to providing webinar training, they supported us to restructure our grant account and the way that we organised and group our adverts in order to maximise our use of our Google AdWords grant. They also gave us practical tips to improve the effectiveness of our conversion tracking.

A collection of digital content produced in 2019



At BeyondAutism Early Years, we believe that children's learning starts within the family, when they begin to develop their earliest bonds, essential social skills and emotional wellbeing.

“
You have made what seemed impossible, possible. I was so amazed how well he did – not one cry or scream. Amazing. Gives me great hope this is something we can conquer.

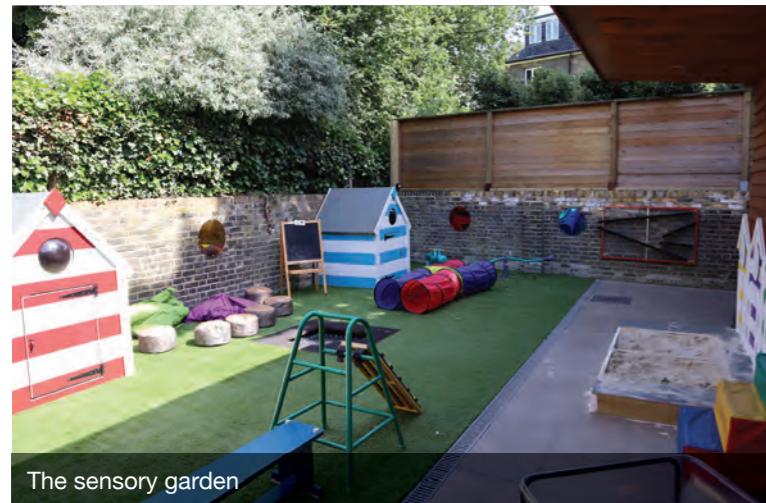
Our property

In 2019 we've continued to ensure that the buildings and space for all our services are fit for purpose and support a culture of wellbeing for our learners and staff.

With students settled into Tram House School, we have been working this year to offer a more age-appropriate space for our Sixth Form students, through a partnership with South Thames College, while Park House School benefited from the addition of a new sensory garden.

A new sensory garden at Park House School

In 2019 we renovated the garden space attached to our Early Years Foundation Stage classrooms at Park House School to make it more engaging for the pupils, including specialist equipment that provides a range of new learning opportunities from building peer relationships to developing motor skills. The project was funded by The Hedley Foundation, the Span Trust and money raised by Andrew Robertson through event sponsorship.



“

Having a set space for our younger learners has meant that they can work on their imaginative play and communication skills in a sensory-driven environment. The pupils have enjoyed using the garden to explore and enhance their sensory needs and this had led to some lovely peer interactions.

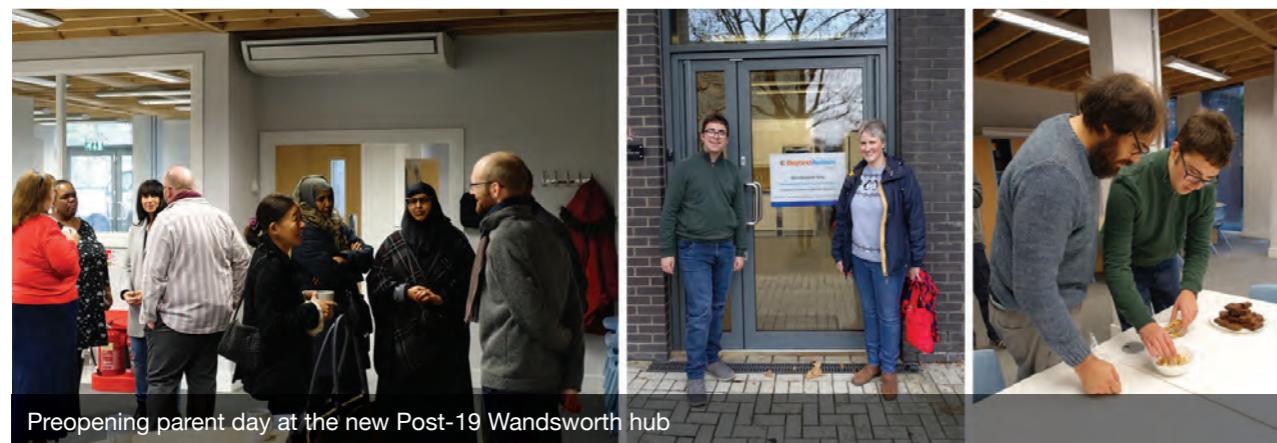
Karen Talty,
ABA Consultant



Our Early Years' service has expanded to take over two well-resourced rooms and a sensory room. They remain based within Floreat School. Our contract comes to an end with the school in 2020, so we are currently seeking a long-term solution for the service that will allow for continued growth.

With this expansion, the Charity team have moved out of Floreat into leased premises at the Foundry, a property based in Vauxhall that provides office space for social justice and human rights-focused organisations.

Alongside the Post-19 hub in Hammersmith, we opened a second hub in Wandsworth, close to our other services and an existing network of work experience opportunities.



Our finances

Results for the year 2018/19 show a total income of £6,047,932, pushing us over the significant £5 million mark milestone.

As the PAN of all our services grew during 2019, staffing proved our greatest challenge, an issue we believe is prevalent across the sector. We are continuing to review and revise our recruitment process and rates of retention of staff, to reduce any reliance on agency staff.

Overall costs also rose in line with turnover. The statement of cash flows shows a higher net outflow than 2018, in part due to Local Authorities taking longer to pay fees. As at 31 August, fees due amounted to £595,396, compared with £123,167 in 2018.

Consequently, the net assets of the charity have fallen to £1,607,076 as at 31 August 2019, of which £419,438 are unrestricted. Although current revenue streams of statutory funding from Local Authorities present little risk to the financial stability of the organisation, in the long term the Board of Trustees would like to increase the balance on unrestricted reserves to an amount representing 6 months of operating expenses. With 2 large owned buildings in Wandsworth, the Charity also has hidden reserves with the properties worth substantially more than their book values. The build-up of reserves will be done in stages consistent with the Charity's overall financial position and business development plan until the target, revised as appropriate, is achieved.

	Total funds 2019* £	Total funds 2018 £
INCOME FROM:		
Donations and grants	248,411	147,048
Charitable activities	5,799,521	4,832,631
TOTAL INCOME	6,047,932	4,979,679
TOTAL EXPENDITURE	6,356,767	5,215,509
NET INCOME BEFORE TRANSFERS	(308,835)	(235,830)
Transfers between Funds	-	-
NET INCOME	(308,835)	(235,830)
NET MOVEMENT IN FUNDS	(308,835)	(235,830)
RECONCILIATION OF FUNDS:		
Total funds brought forward	1,915,911	2,151,741
TOTAL FUNDS CARRIED FORWARD	1,607,076	1,915,911

*Draft figures awaiting final sign-off

We value your feedback

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