



Annual Review & Impact Report

April 2023 - March 2024

“Our holistic approach of supporting young people, their parents and professionals working with them is vital to helping young people with ADHD.”

Annette Wilson
Founder and Chair

Contents

1	Message from our Chair
2	Our Vision
3-4	Our Cause
5	Our Impact
6	Outcomes for our community
7	Highlights of the year
8	Children and young people feedback
9	Parent case study
10	School case study
11	Our funding
12	Community and fundraising events
13	School support and fundraising events

Message from our Chair



Annette Wilson
Founder and Chair

ADHD Embrace: A year of Growth and Impact

Community growth

ADHD Embrace has experienced another productive year, with our community of users growing by 43% compared to the previous year. This increase is fuelled by heightened awareness of ADHD and neurodiversity, along with a growing demand for support from our community. Despite more investment from statutory providers, waiting lists for ADHD diagnoses remain long. Additionally, medication shortages have impacted our community, driven by rising diagnoses among adults and supply chain issues.

Supporting young people with ADHD

Our commitment to ensuring that young people with ADHD are understood, supported, and empowered to thrive remains at the forefront of our mission. We take a holistic approach to support by addressing the needs of young

people, their parents, and the professionals who work with them. Our offering continued to be relevant in a changing world where we adapt and enhance our service offering based on user feedback and needs.

Launched courses and workshops for Young People with ADHD

This year, we launched courses and workshops for young people with ADHD; further extending our service offering. This strategic initiative addresses the significant gap in services available to young people. Our other events and services were well attended, reflecting the value and accessibility of our community offering.

Schools outreach and advocacy

We maintained strong engagement through our Schools Outreach Programme, visiting schools to train staff to better support pupils with ADHD and leading parent workshops on ADHD awareness. There is still more work to be done as young people with ADHD continue to face school exclusions or are avoiding school.

In partnership with Kingston and St Mary's Universities, we continue to educate trainee teachers on ADHD awareness and effective strategies for supporting pupils. Our advocacy work continued with statutory providers and collaboration with local charities and groups also remained a key focus.

Team and volunteer contributions

Our small, dedicated team has performed strongly this year, supported significantly by our volunteers, including our Trustees. We were delighted to welcome three new Trustees while bidding farewell to three others due to retirement.

Investment to support growth

As our community continues to grow, we recognised the increasing demands on our organisation. We conducted a thorough review of our resourcing and IT platform and determined the need for increased resourcing and investment in our IT platform in the coming year.

Funding challenges

Securing funding in the current environment has been exceptionally competitive. We are extremely grateful for the support of both longstanding and new funders which is vital to our ongoing mission.

Acknowledgments

My sincere thanks to our whole team of dedicated staff, volunteers, and my fellow Trustees who have each contributed in their respective ways to what has been an impactful year. Together we continue to make a difference in the lives of those affected by ADHD.

Our Vision

“ We work to ensure that children with ADHD are understood, supported and most importantly thrive. ”



We take a holistic approach in supporting children with ADHD

Our Cause

About ADHD

ADHD is a complex neurodevelopmental condition.

People with ADHD often also suffer with co-occurring conditions such as dyslexia, social communication difficulties, sensory issues and more.

Challenges and realities if not sufficiently supported

- Difficulties at home & school
- School exclusions or school avoidance
- Social isolation and low self-esteem
- Mental health difficulties such as anxiety or depression
- Unfilled potential and economic hardship.

Challenges for children with ADHD start in childhood and cascade into adulthood if untreated and unsupported.



5%

of children have ADHD



80%

of children with ADHD have parents with ADHD



39%

of children with ADHD have experienced a fixed term exclusion at school



25%

of UK prison population meet diagnostic criteria for ADHD



High%

teenage pregnancies amongst girls with ADHD

Our Cause

How young people with ADHD feel

“...**people not understanding that things** that come as naturally as breathing to them **are difficult for me** such as focussing, sitting still and remembering things.”

“...**misunderstood and constantly judged**. People think I do things on purpose when I don't and think that just because they can control their impulses, I can too.”

“**It's annoying because I get distracted by everything** and it's so annoying when people tell you off.”



Our impact

Community is the heart of our work

The key pillars of our work are:

- providing **knowledge** to parents, carers, professionals and young people with ADHD
- raising **awareness** of ADHD amongst local schools, healthcare groups and in the wider community
- **empowerment** by providing knowledge and tools as well as practical support to families and professionals.

The **beneficiaries of our work are ultimately the children and young people with ADHD**. For each child with ADHD supported there is a ripple effect from the child to their families, school communities and beyond.

“I started to attend some of the webinars, and learnt so much it’s been a life line. Just as importantly, I realised that there is a local community of support for me to draw on.”

Parent



Outcomes for our community

Our work supported our community to:

- build their **knowledge** and provide **practical tools** to be adopted at home, school and beyond
- gain **emotional support and understanding** through our community
- **feel part of a community** and reduce loneliness and isolation for both parents and children alike
- develop **confidence, self-esteem and resilience**



“It was really great to **meet others in the same position, share experiences and learn insights** and just have a general **supportive conversation**. I found it extremely helpful.” - Parent attending a coffee morning

“Thank you so much for **making these concepts so usable**. I’m delighted to see them **transforming my relationship with my children and other children** around me. They are so effective! And they make me feel so much more connected to my surroundings.” - Parent

“**Very nice to see other parents in similar circumstance** and actually puts our personal situation in a better context of all the things we are getting right.”
Parent attending a Post Diagnosis workshop

“**I benefitted from the opportunity of meeting other students** in my age group with similar experiences and challenges to mine. **Great peer-to-peer learning.**” - Young Person

“Using the knowledge and guidance provided to us by ADHD Embrace, we **feel empowered to advocate for our son**, and for a school wide change of approach towards students with SEND needs.” - Parent

“Thank you so much for running your coffee morning - **it’s so informative and interesting**. The parents really **found it useful** so thank you for your time. Thank you also for sharing the assembly and slides - **really helpful.**”
Ellingham Primary School

“We are at the very beginning of our ADHD journey. **I think the course came at just the right time and is a great starting point.** Thank you very much.” - Parent

“**I thought it was very useful and gave me some good tips** as to what to implement with my son.” - Parent

Highlights of the year

Launched workshops and courses for children and young people with ADHD

Successful pilots were run for Post Diagnosis Workshops and a six week course developing self-esteem and understanding of their neurodiverse brain.

Growth in our community by over 40%

We are particularly pleased with our community outreach whereby we are reaching the wider community.

Strong attendance at our events

We have a broad offering for our community and saw over 3,500 registrants.

Continued success of our schools and university outreach programme

Our collaboration with schools and universities has enabled us to train teachers and students teachers on how better to support pupils with ADHD.

Service Provision



Parent & teacher seminars

25 seminars
813 attendees



One-to-one advice sessions

167 sessions



Parenting courses & workshops

15 events
290 attendees



Meet-ups

9 events
108 attendees



Young people courses and workshops

4 events
37 attendees



Website

Over 168,000 unique users



Videos

372 videos downloaded from our website



School visits

56 schools
1,500 teachers & student teachers trained
500 parents at ADHD awareness sessions



Facebook

4,596 Facebook followers

Children and young people feedback

ADHD Embrace launched pilot courses and workshops for young people

“Attending the Brain School course helped me have a better understanding of how my brain works. **The course helped me find new ways to learn.**” Young person

“**The workshop was a positive and valuable experience.** I felt happy and positive and learned about different types of ADHD. **It made me feel more confident.**” Young person

“**It was good to be with other people experiencing similar struggles to me.** I felt less alone.” Young person

“The course **helped me recognise my challenges and my strengths.**” Young person

“I feel I have a **better understanding about ADHD and neurodivergence** in general and this understanding is **useful in my day to day life.**” Young person

“**I left with a strong sense of myself** and that my diagnosis was correct. I knew so little about ADHD and left with the realisation that it was a real thing and I had it.” Young person

“Thank you very much for this informative session. **Myself and my son came out happy and had nothing but good things to say** about the service and staff who made us feel very welcome.”

Parent of a young child attending a Post Diagnosis Workshop



Parent case study

ADHD Embrace supports families on their journey with ADHD

“We always thought our son had ADHD, but we didn’t see the need for a diagnosis. He was happy and confident. Yes, he had many of the traits of ADHD, but his behaviour didn’t seem problematic to us, and after all, with or without a diagnosis, he was our son. He was born to be a big, bold, funny and questioning person.

When he started secondary school, **we began to receive regular calls from the school about our son’s struggles in class.** Teachers described him as disruptive, rude, challenging and unproductive. We found there was little patience or empathy for our son’s struggles. As parents we have had to constantly advocate for greater understanding. It has been a ruthless and heartbreaking experience.

As the problems at school escalated, we realised we had to get a diagnosis, and quickly, in order to protect our son. We needed proof that he wasn’t a bad kid, just a young man struggling because his brain and body are different. **And so our journey with ADHD Embrace began – a journey of support, empathy, and knowledge sharing that has been a lifeline as parents.”**



School case study

The ADHD Embrace Schools Outreach Programme has been of huge benefit to staff and parents within the school

“From the staff perspective it’s helped staff understand the theory behind the processing of ADHD and how children behave and how to spot and recognise the signs and to put appropriate support in place. **The strategies shared from the schools outreach programme have been amazing and have supported many children in class in order to access their learning.**

We then shared this with parents (twice now) and it has been an amazing support and **we have had a high turn out every time of parents.** Parents have welcomed this support and has allowed them to make sense of the behaviours displayed at home and feel they can now fully understand and support through diet, the need to move and any other support needed e.g a diagnosis.

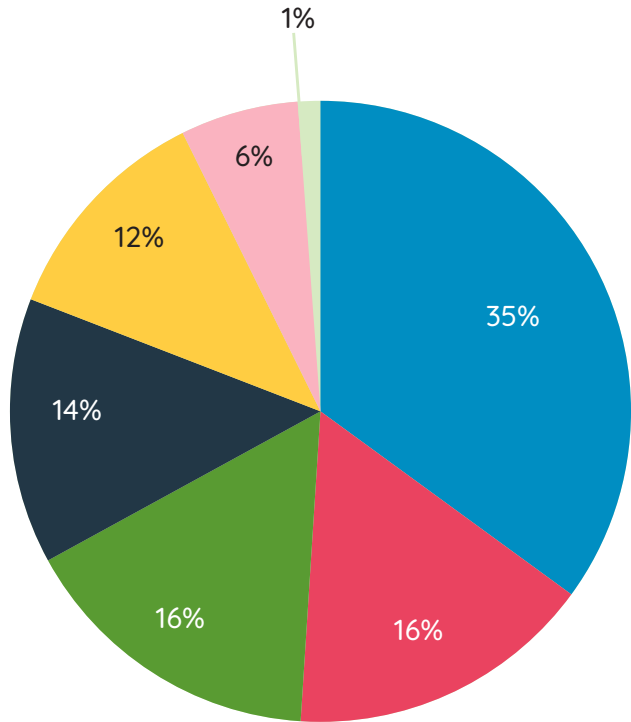
I know **parents have accessed the further support on offer** such as signing up to clinics and seeking support and guidance.

The support provided through ADHD Embrace has been amazing. The school and parents have been very grateful and relieved for the support and raising awareness of what is out there.”

Orleans Primary School

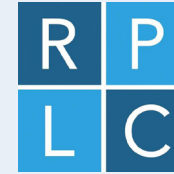


Our funding



- Grants
- Income from Service Activities
- NHS Commissioned Income
- Schools Donations
- Community Donations and Fundraising Events
- Interest Income
- Corporate Donations

Grant Funders and Corporates



Thank you for the significant support

Community and fundraising events



The Hampton Court Family Day

was held at the start of the summer holidays in July. We welcomed our families to the Clore Learning Centre within the Palace and they took part in creative activities and then went to explore the Palace. They came back to the Centre for their lunch and a well-deserved ice-cream.



Thames Path Challenge, a 28km walk on an exceptionally hot summer's day in September, was completed by our past trustee, Miranda, and our longstanding volunteer, Tami, who together raised over £1,200.



London Landmarks Half Marathon

took place in April and we had 4 runners who raised over £4,000.



Cabbage Patch 10k held in October where we received a surprise donation from our local MP and her husband Counsellor Wilson raising over £900.



Kew 10k held in September had 5 runners make up the team, who raised over £4,000.



October Half Term Challenge Walk where 11-year-old Charlie, raised over £300 by walking 30 minutes every day in half term.

School support and fundraising events



Surrey 3 Peaks in November when the weather was challenging, our Trustee, Clare Mullane, and her friend, Catherine, raised over £2,800.



Rotary Club Santa Sleigh was a fun evening doing door-to-door collections in the local community with the Rotary Club raising £600.



The White Hart Lane Christmas Fare raised over £1,500 where we were one of the nominated charities for this community event.



Chiltern 50 Ultra Challenge had one of our community, Helen Dawkins, put herself forward for this challenge and raised £1,000.



Radnor House Twickenham chose ADHD Embrace as one of three school charities of the year raising £6,000.



St Andrews and St Marks school in Surbiton ran a fundraising campaign during ADHD Awareness month and raised over £300.

Thank you for these fantastic contributions supporting our cause

How does ADHD Embrace help its community?



Parents feel **more supported, better able to parent their child** with ADHD and have a **better understanding** of the condition.



Professionals gain **greater insights** into how ADHD affects the children with whom they work and are provided with **practical tools to help and support** those children with ADHD.



Young people with ADHD benefit by **learning more** about ADHD, **gain insights and get tools** to be able to **better support** themselves.