



**bibic**

Transforming lives through  
developmental therapy



50 years of bibic  
**Impact Report**



# Contents

Foreword	4
About bibic and why we exist	5
bibic in numbers	6
What we do	8
Who we support	12
Life before bibic	14
The difference we make	16
bibic through the years	36
50 years of bibic	38
How we are funded	41
We couldn't have done it without you	42

This report is based on an outcomes evaluation conducted by Insley Consulting. It is not intended as a clinical evaluation of bibic therapies. Names have been changed to protect the children and young adults involved. Some quotes have been edited slightly for readability. Case studies are based on interviews with parents who have used bibic's services. Photographs used beside case studies and quotes are not of the children and families featured.

# Foreword

By **Laura Voyle**

## I am delighted to introduce bibic's Impact Report, published in our 50<sup>th</sup> anniversary year.

Over the last five decades, bibic has helped thousands of children and young adults by providing therapeutic support as well as supporting families, carers and professionals who work with them. It is not an overstatement to say bibic changes lives and this Impact Report demonstrates that.

What unites our Board, funders, staff, volunteers and supporters is the knowledge of the difference that bibic makes. Our therapy helps improve cognition, communication, motor skills and speech and language. But the impact is far greater. The team's support also helps reduce anxiety, depression, self-harm, aggression and suicidal thoughts in children and young adults, and helps to reduce family stress. It contributes to reducing school exclusion and improving educational attainment. It helps improve social integration and family cohesion.

As we celebrate how far we have come and how many lives we have been able to change, we work with renewed energy and without a trace of complacency. There are so many more families who need our support – now more than ever.

I would like to thank my fellow board members and the staff and volunteers at bibic, especially our



therapy team who work so intuitively to support the families who need us. I would also like to thank all our generous donors who have enabled us to continue our work this past half decade. We receive no government funding and rely solely on the generosity of our supporters.

Lastly, a special and heartfelt thank you to the families who have shared their lives and stories with us to help us to produce this report, and without whom we would not be able to understand our impact. We remain committed to ensuring that we understand the needs of the families we work with and seek their guidance and feedback so we can ensure we are doing our very best for them in the short and long term.

**Laura Voyle,**  
Chair of the Trustees

# About bibic

## Why we exist

At bibic, we passionately believe that every child deserves to reach their full potential, contribute to their community and live a happy and fulfilling life.

For 50 years, bibic has proudly supported children and young adults with disabilities and additional needs.

We help families understand the needs of their children and develop strategies to cope with everyday challenges that may arise.

We also provide training that empowers parents and professionals to develop therapeutic interventions

and strategies that help make home and school life more inclusive, fun and rewarding.

bibic was founded in 1972. Then and now, we find that children and young adults with disabilities and additional needs are often excluded from society because there is a lack of understanding about their needs and how to meet them.



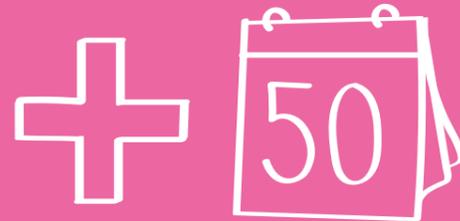
*"She feels more understood, and we have more understanding of her needs and reasons behind her behaviour."*

# bibic in numbers

*"You feel safe and understood.  
bibic is such a happy place to be."*



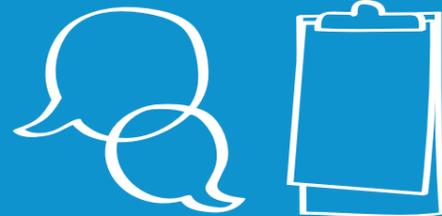
**88% of families** surveyed agree that bibic's support has helped **reduce family stress**



We have supported an estimated **20,000 families** over **50 years**



It costs around **£2,085** to provide a full assessment. Families are asked to pay **30% towards this cost (£600)** with the rest subsidised by our generous funders and supporters.



Last year we provided **296 full assessments**

## What parents and carers told us...



**96% agree or strongly agree** that bibic has helped them better understand their child and their needs



**89% think** that the school better understands their **child's needs** after bibic's support



**85%** said that the goals set during their child's assessment had been **achieved**



**83%** think their child is **happier** after bibic's support



**81%** think that bibic's support has helped them to get a diagnosis for their child



**74% think** that their child has **improved self-esteem** after bibic's support

# What we do

bibic is the only organisation in the UK providing bespoke and holistic therapy through sensory, cognitive, emotional, developmental and physical exercises that support a child or young adult's specific needs.



## Our holistic approach

At bibic we look at the whole child, rather than one specific area of their development. Our holistic therapy is designed to meet the individual needs of each child and their family.

Our assessment highlights the child or young adult's strengths as well as any sensory, visual, auditory, neurological or physical challenges that they may be experiencing.

Our therapy plan provides exercises that parents/carers can do at home and equipment that will support the child's development, as well as strategies to support independence, communication and self-esteem.

Before coming to bibic, many children and young adults fall through the net of support available to them because they present with complex profiles that need addressing in different ways or have less understood, hidden needs. We help parents to understand and navigate the support available to them through multidisciplinary agencies and specialists.

## What families value about bibic

Families tell us that they value the new **"understanding"** they have of their child and the tools they can use as parents and carers to help their child navigate life.

**"Being able to understand your child better; there's no price tag on that."**

Parents said that they value the detailed evidence and information within our assessments, which are then used to leverage external support that was previously unavailable to them.

**"The information and the report was very thorough ... I think it's superb."**

Our holistic approach puts families at ease to feel **"safe and understood"**, with children and young adults describing feeling free to be themselves.

**"I couldn't have wished for a more inclusive and supportive experience."**

## Our flagship assessment, therapy and support package

### Day 1

#### Assessment day one

- We carry out a wide range of tests, screeners, exercises and observations with the child or young adult.
- Our Therapist creates an individual developmental therapy plan to support their specific needs.
- Our team reviews the draft plan, which enables us to bring in skills and perspectives from other Therapists.

### Day 2

#### Assessment day two

- Assessment results are shared with families by their Therapist to build their understanding of their child's strengths, difficulties and needs.
- We explain our therapy plan and empower parents/carers to be their child's therapists at home.

### 6 months

#### Key working for up to six months

- We provide ongoing telephone and video call support, as and when needed, for up to six months.
- We can also attend school meetings, Education Health and Care Plan (EHCP) meetings, tribunals and other multidisciplinary meetings.
- We evaluate progress at three and six months, introducing new strategies and therapies to keep pace with their development.
- We show how our detailed report can be used to access further support from other agencies such as the NHS, local authorities or schools.

### Ongoing

#### Ongoing support

- After six months we invite the family back for a reassessment, if needed, or further support through post-service support sessions.

## Other services

In March 2020, at the start of the pandemic, we quickly adapted services to be delivered virtually and added flexible, additional services. After a family consultation, we retained online support as an option for families. Our package of training, assessments and support now includes:

### Digital assessments

Around 20% of assessments are provided digitally, which are popular with families unable to travel to our Somerset therapy centre.

### Short assessments

We can provide short telephone or online assessments for sensory processing, wellbeing and behaviour challenges. This includes a detailed history, full profile, report and therapy plan.

### Support and consultations

We can provide consultations before or after a bibic assessment or after a diagnosis to provide advice, coping strategies and tips for supporting children at home and in the learning environment.

### Support and advice line

We can provide FREE immediate support via phone, text or email about specific concerns and can signpost to additional support.

*"[I liked] the accuracy and detailed information given, and the homely and soft approach from bibic."*



### Screeners

We can provide screening tests for Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Sensory Processing Disorder (SPD), as well as other conditions. Our detailed reports can be instrumental in helping families get a diagnosis and/or the practical support they need.

### Johansen Individualised Auditory Stimulation (JIAS)

JIAS is a 6 to 18 month programme that involves listening to specifically composed synthesised music that is proven to stimulate the brain's neural pathways connected to language and auditory information. The improvements we see from this programme are vast and include: speech sounds (pronouncing speech sounds correctly), receptive language (understanding of language), expressive language (speaking), auditory processing, written language (including dyslexia), reading/spelling, speech/phonological awareness (awareness of speech sounds), dyspraxia, understanding and remembering information and instructions, concentration and listening, self-confidence and self-esteem, behaviour (when it may be due to poor communication skills), hypersensitivity to loud or particular sounds/noises and memory.

### Irlen Method

We can provide testing and treatment for children and young adults experiencing difficulties processing visual information using the Irlen Method, and recommend the use of specific filters and overlays that can help to improve reading, provide comfort in bright light and relief from headaches and migraines, as well as helping to improve concentration and performance.

### Free Q&A sessions

FREE monthly online sessions for parents, carers and professionals on various topics to support their child's development.



# 425

people participated  
in bibic training  
sessions in 2021-22

### Training seminars

We also run online CPD accredited training seminars to schools, voluntary organisations and prisons, and directly to parents and carers. Seminars are packed-full of practical strategies for supporting children and young adults with disabilities and additional needs.

# Who we support

We support children and young adults (aged six months to 25 years) with a vast range of disabilities and additional needs, whether they have a diagnosis or not.

Many have profound and multiple disabilities, including less understood and hidden conditions, such as behavioural, sensory, developmental and communication difficulties, low self-esteem and anxiety.

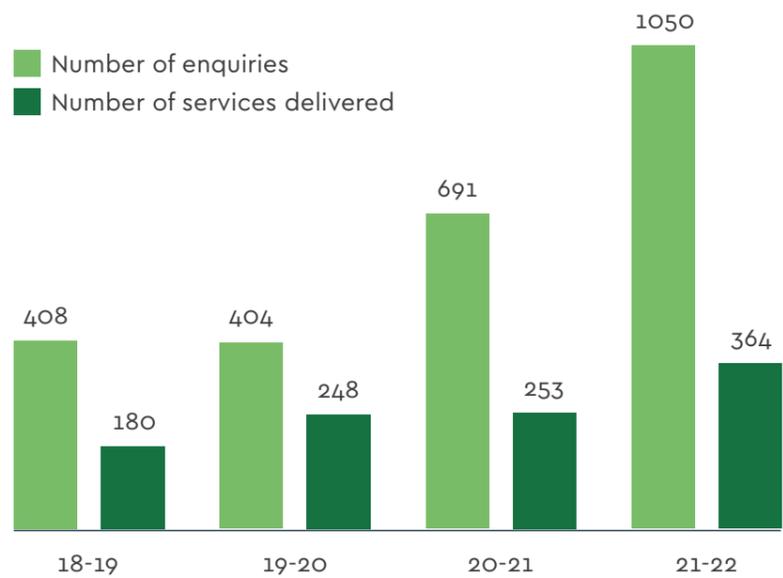
Some types of developmental difficulty we often see at bibic are:

- ASD (Autism Spectrum Disorder)
- ADD/ADHD (Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder)
- CP (Cerebral Palsy)
- Downs syndrome
- GDD (Global Developmental Delay)
- Dyslexia
- Dyscalculia
- Dyspraxia
- Genetic/chromosome syndromes
- SPD (Sensory Processing Disorder)

**504** children and young adults were supported in 2021-22.



**65%** of the children and young adults at enquiry stage have no diagnosis.

**Figure 1** Growth in enquiries and services over the last 4 years. The demand for our services far outstrips our current capacity.

**59%**  
Male

**41%**  
Female

The average age of children at assessment is **9**. Most children we support are aged 6-10.



**40%** of families heard about bibic via a friend. We have seen an unprecedented number of families recommending bibic to others after they have seen transformative change in their child.

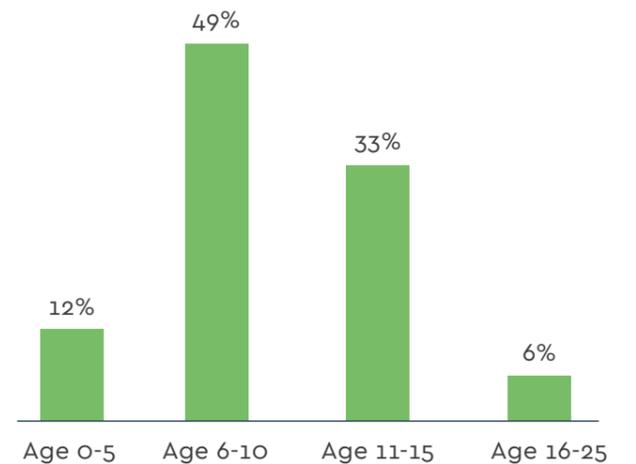


**40 weeks** is the average time from enquiry to assessment. Demand for our support is rapidly increasing and the waiting time has increased from 10 to 40 weeks in the last two years. The greatest strategic issue we face is growing fundraising income so we can recruit more Therapists to reduce the wait that families endure.



We see fewer girls because they are more able to mask their difficulties.

They tend to come to bibic when they are older. We are working to address this issue through our training and school support to improve early identification and intervention.



**Figure 2** Age group in 2021-22

**85%** of the families live in the South West of England, although we support families from across the UK.



# Life before bibic

Before coming to bibic, parents frequently describe their child as having sensory processing issues, emotional and mental health problems, challenging behaviour and difficulties in school.

This, compounded with a lack of understanding about children's needs and proper support, places enormous strains on family life.

***"Impossible, overwhelmed, lost. I felt like a failure as a parent."***

Several parents and carers responding to our survey said they felt unheard before accessing support from bibic. Many described being stuck in a **"chaotic system"**, passed around between teams and facing long waiting list times.

***"I'm a teacher, and I have felt powerless in the past to help children like my son. I realised I could maybe get help as a parent."***

Even those with a diagnosis for their child described feeling at a loss about how to help them because a diagnosis does not typically come with strategies to help manage the condition.



## Behavioural problems and low self-esteem

For many children and young adults, not understanding their condition and not being provided with support to effectively manage it has led to low self-esteem and anxiety. Many parents responding to our survey described mounting pressure at home because their child feels **"isolated, misunderstood and vulnerable"**, and the parents themselves report feeling **"left in the dark"** about managing their child's behaviour.

***"He was anxious, depressed, and had low self-esteem and confidence. We saw all of that through some very volatile behaviour at home."***

Parents frequently describe living with meltdowns, violence, and aggression at home before receiving support from bibic. For many, this affects the whole household and curtails friendships and any social life that families would like to develop.

***"As a family, we could not go out for meals, he could not go to clubs and camps, and the strain was getting significant."***

The problems are often masked at school only to be released at home.

***"He would mask his frustrations at school until the end of the day and then hit, hurt and damage when he got home."***

 **52%**  
of parents at enquiry stage in 2021-22 said that they were concerned about their child's behaviour.

## Sensory processing

The most common concern that parents/carers tell us about at enquiry stage is that their child is struggling with sensory processing, which is common in all neurological conditions. Without strategies to help overcome sensory disorders, life can be unbearable, with many children and young adults struggling to cope with school and modern day life.

## Social skills

Many children and young adults who are neurodivergent struggle with social skills. This can impact their ability to make friends and contribute to a cycle of low self-esteem.

***"She struggled to make and maintain friendships and her schoolwork was seeing a hit."***

## Impact on education

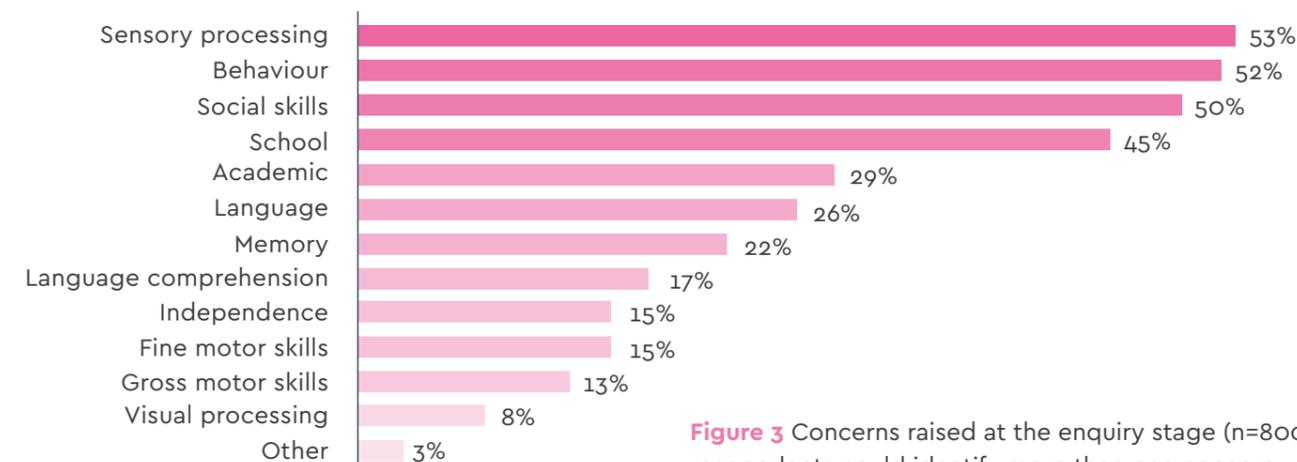
Because of constraints over resources, schools are often unaware of the specific challenges that children and young adults with disabilities and additional needs face and cannot provide the specific support needed.

***"Before the assessment with bibic, he was refused support and branded a naughty child at school as he was misunderstood."***

 **53%**  
of parents at enquiry stage in 2021-22 said that they were concerned about their child's sensory processing.

 **50%**  
of parents at enquiry stage in 2021-22 said that they were concerned about their child's social skills.

 **45%**  
of parents at enquiry stage in 2021-22 said that they were concerned about their child's schooling.



**Figure 3** Concerns raised at the enquiry stage (n=800), respondents could identify more than one concern

# The difference we make

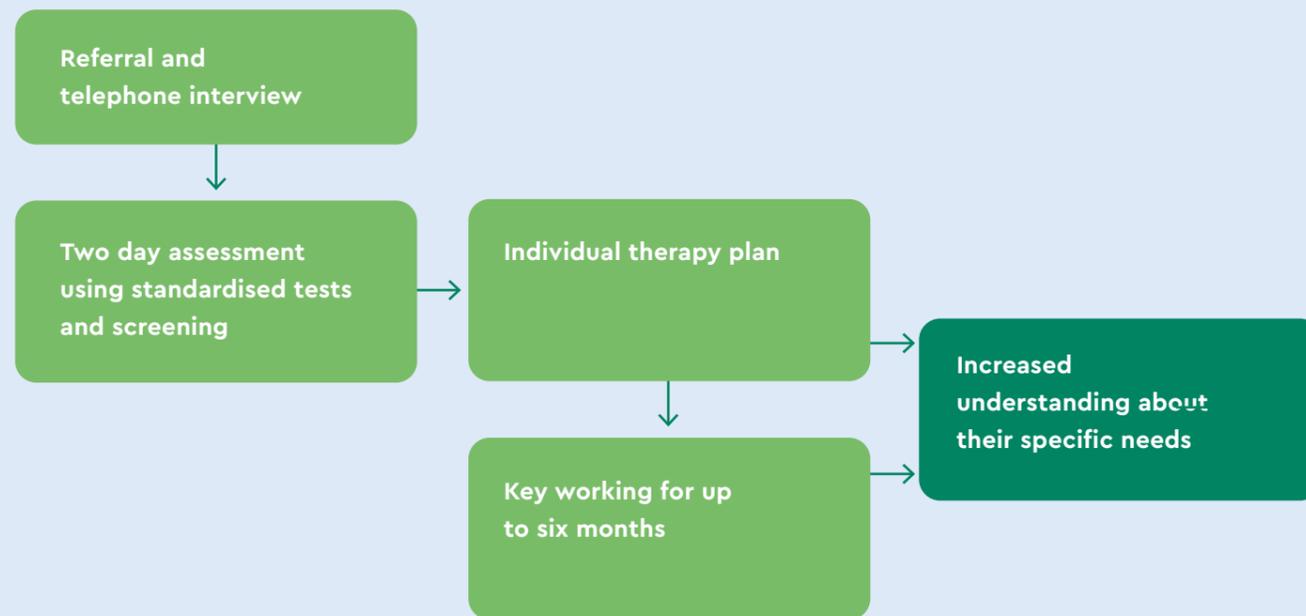
## Our Theory of Change

Our Theory of Change outlines how the services we deliver contribute to the intended outcomes for the families we support and our sustained impact goal.

### Problems we are trying to solve

Children and young adults with disabilities and additional needs are excluded from society because there is a lack of understanding about their needs and how to meet them.

### What we do



#### Assumptions and external factors that need to be in place:

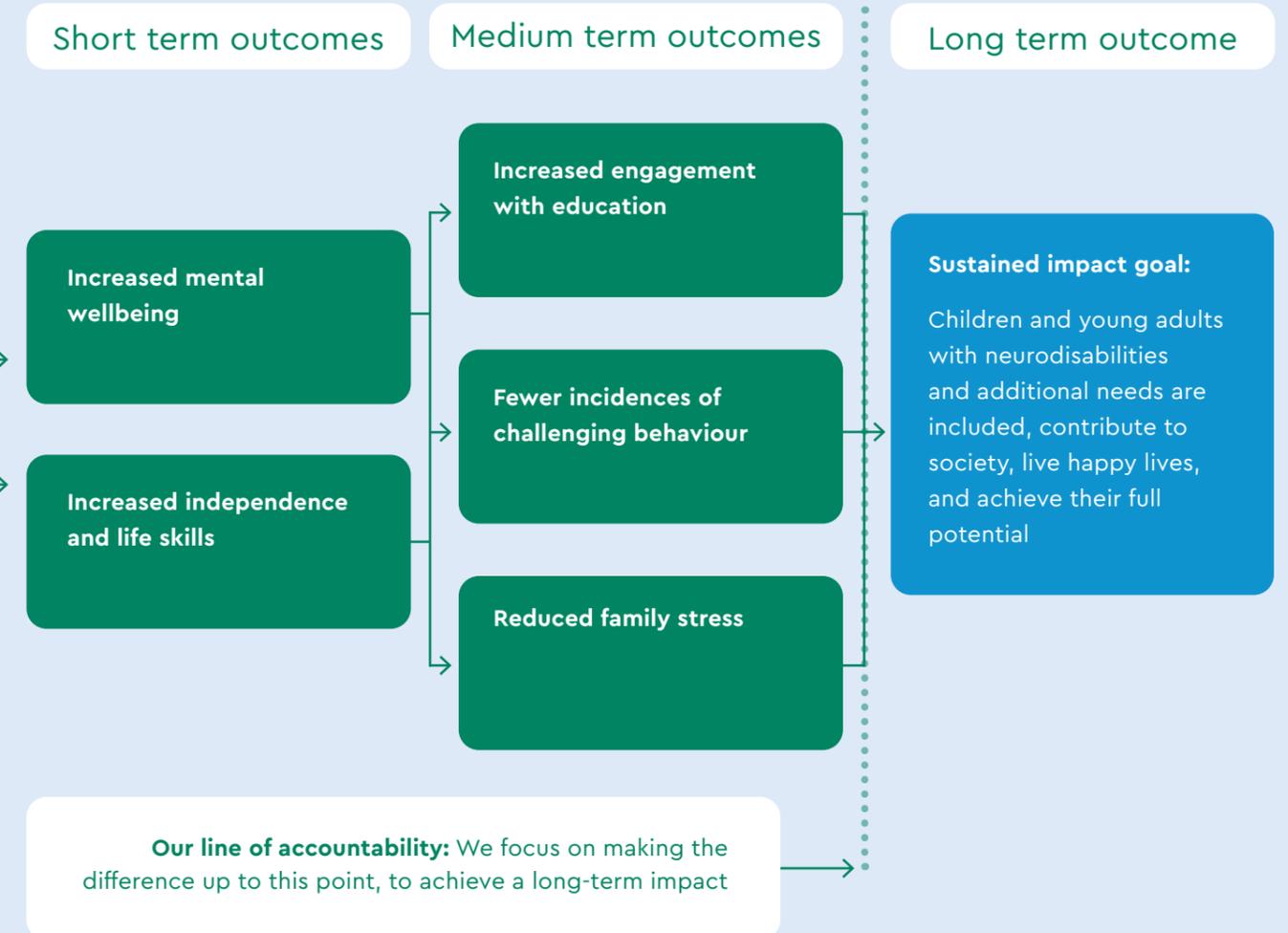
- Funding is available
- Family is ready, willing and able to engage with the services
- Family meets our criteria
- Family and school engages in and implements the strategies developed



### Target groups

Children and young adults with disabilities and additional needs, and their families.

### The difference this makes



**Our line of accountability:** We focus on making the difference up to this point, to achieve a long-term impact

## How we measure our impact and evaluate services

In 2021-22 we put in place new systems and procedures to evaluate our services and measure our impact, including:

- Assessment of children and young adults's needs using the Strengths and Difficulties Questionnaire (SDQ, Goodman, 1997) during the assessment and follow up at the end of key working to ascertain progress in areas such as managing emotions, social skills, behaviour and hyperactivity.
- Asking parents/carers and children or young adults to identify up to three goals that they would like to achieve through our support using Goal-Based Outcomes (Law and Jacob, 2015) with a follow up review of progress during and at the end of key working.
- Brief questionnaire after the assessment to understand how people rate the quality of our service.
- Questionnaire to families or young adults at the end of key working to measure our intended outcomes, which received 138 responses and is the primary data source for this report.
- Our Independent Evaluator also interviewed 10 parents whose words and stories have helped us to tell the story of bibic's holistic therapy and identify improvements that can be made.

## Helping families to access external support

Before coming to bibic, families often struggle to access support from schools, colleges, the NHS, Child and Adolescent Mental Health Services (CAMHS) and other agencies for their child. However, the findings within our reports have enabled many families to access the external support they need and get a diagnosis for their child.

*"After our assessment with bibic, we finally had our concerns taken seriously and are now on the pathway for an official diagnosis."*

**++ 59%**

of families agree that bibic has helped them to access the external support they need.

## bibic helped to access external support

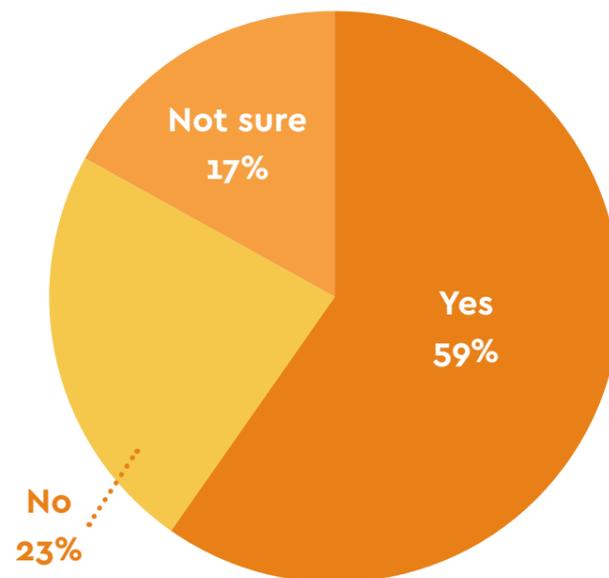


Figure 4 Accessing external support after bibic assessment (n=138)



## Did bibic's assessment help you to get a diagnosis for your child?

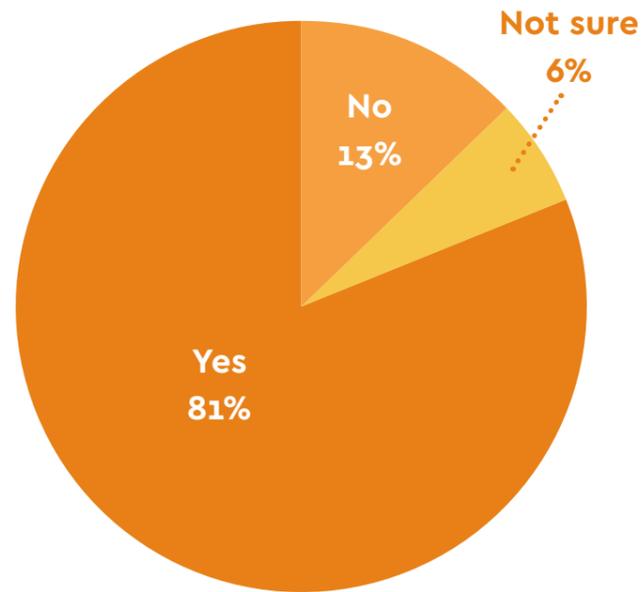


Figure 5 Getting a diagnosis after bibic assessment (n=77)

In our survey and interviews, many parents described how the bibic assessment and report had helped them to **"finally feel listened to"** and secure the help they need. This includes help getting Education and Health Care Plans (EHCP) so that their child can have an inclusive education, support from Child and Adolescent Mental Health Services (CAMHS), claiming relevant benefits, and accessing other support to meet their specific needs.

A bibic therapy report is not a diagnosis. Rather, we outline developmental challenges that the child or young adult may be experiencing – from auditory and visual processing to sensory disorders to mental wellbeing. We then suggest simple and actionable strategies that the family can adopt to overcome the challenges that are affecting everyday life which will support them in the long term.

*"It was strong evidence that he needed help from CAMHS. Without that report, they wouldn't agree to meds for his severe anxiety, and the meds have massively improved his quality of life."*



81%

said that bibic's report helped them to get a diagnosis for their child.

*"Now we know that she is struggling with auditory processing and ADHD, she is under the SEN team at school and getting more support. The report is helping us pursue a diagnosis of ADHD for her."*



## Meeting goals

During their assessment, we ask children or young adults and their families to identify goals they would like to achieve through our support.

### Goals set during assessment are achieved

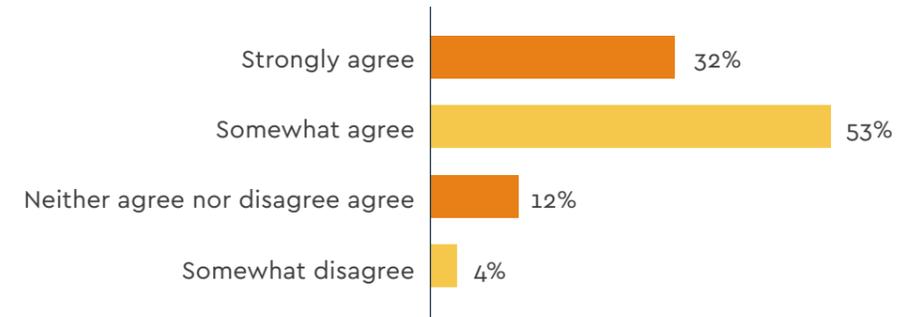


Figure 6 Achievement of goals set (n=112)

Our new impact measurement tools measure changes in wellbeing, independence, engagement with education, behaviour and family stress. They will allow us to gain an even greater depth

of understanding and enhance our ability to shape services informed by this unique insight. Data will become available during 2022 once these tools have been in place for 6-12 months.



85%

of parents and carers said that the goals they set during the assessment had been achieved.



# Case study

## How bibic helped our son get the sensory support he needed



The first time we used bibic it was amazing because I felt like no-one had listened to me before. I was a young parent and Kyle was around five. bibic had been recommended to me by other family members, so I trusted them.

Before our bibic assessment, Kyle was seeing a Speech and Language Therapist and Paediatrician because he wasn't talking, but I felt they weren't listening to me; they were missing something.

The bibic report showed that Kyle had a range of sensory and speech problems. Although I knew about his language skills, I hadn't realised his sensory profile. The report also made us aware of where he was likely to be on the Autism scale, which I always suspected but never had confirmed before.

The report suggested facial exercises to strengthen his speech and strategies to help with sensory processing. We set some goals around speech and behaviour, as Kyle was having lots of meltdowns because of sensory overload and his self-esteem was so low. We achieved all the goals set and still use the techniques five years later, which have become part of everyday life.

I took the bibic report to the school and they put in place a dark den and other sensory resources that are specified within his Education and Health Care Plan.

***"The bibic assessment started the process of getting the help we needed in so many ways."***

We went back to bibic a few years ago to help Kyle with his daily living skills; now he can get dressed every day, which is a massive improvement. Also, using sequencing and visuals have helped hugely, but there's still work to do.

***"When the bibic Therapist said, 'You guys are doing a great job', we cried because nobody had said that to us before."***

With bibic's help I'm empowered to speak up for what my child needs. I'm so happy that bibic exists and regularly recommend them to other parents who may be struggling.

***"bibic is such a freeing place and we learnt a lot about ourselves as parents; we felt safe and understood."***



## Did bibic's support help you to have a better understanding of your child and their needs?

Before their bibic assessment, parents, carers and school staff often describe how they do not have enough understanding of a child or young adult's specific needs, even after having a diagnosis, which causes behaviour that can be hard to manage and family stress.

### bibic support helped to have better understanding of the child/young adult and their needs

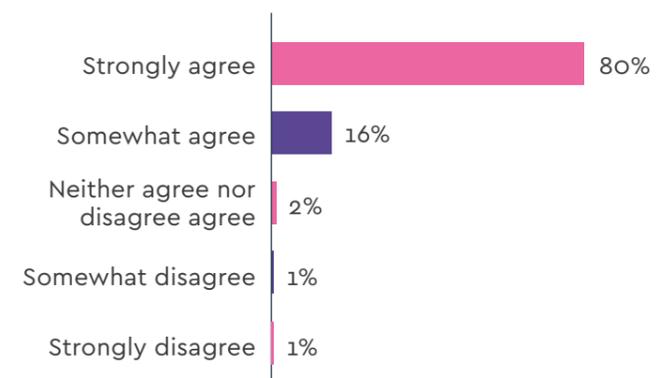


Figure 7 Impact on understanding the child/young adult and their needs (n=138)

Through the therapy plan provided, families can gain an understanding of their child's specific auditory, verbal, sensory or physical profile, together with strategies to overcome any developmental problems. In surveys and interviews, parents described the relief when they and their child ***"finally felt understood"*** and how the information received from bibic has led to parents being able to ***"advocate for them in school"***, accommodate their needs, be ***"more patient"*** with their child and develop a ***"calm environment"*** for the whole family.

Families surveyed also expressed how increased understanding had led to their children ***"recognising their own emotions and how to handle them"***. Understanding their condition, with the strengths and challenges it brings, can have a transformative effect on children's and young adults's self-esteem.



96%

**of parents and carers agreed or strongly agreed that bibic has helped them to have a better understanding of their child and their needs.**

***"Without your assessment, we would never have understood how her brain works. Just being understood and affirmed as a person with a unique brain has impacted her and therefore our quality of life enormously."***



## Case study

### How bibic helped our son get the sensory support he needed



*"We saw dieticians, GPs, health visitors and midwives, who I felt dismissed our concerns, saying 'Everything's fine; all babies cry...' I now know he was experiencing sensory overload."*

We had been to the doctor on 14 different occasions because our son was constantly having rashes, wasn't sleeping and was screaming through the night in distress.

I found bibic through a Facebook group. I felt so relieved, even after the telephone interview; they were the first people to really listen to me.

We travelled down to Somerset from Yorkshire for the assessment, which was a bit of an expedition, but totally worth it. Our son loved his assessment, with all the attention on him. Because our whole family went, bibic was able to look at our whole family's needs.

bibic found that my child was having difficulties with auditory processing, and the pain was from sensory overload. Before then I didn't know that noise could cause pain, but I realised that I have it too, and now wear ear defenders at work.

*"Josh always had a problem with clothes, needing his arms and legs to be covered."*

*"One of the most helpful things that bibic suggested was to do skin brushing. This worked so well that he can now tolerate being able to run around the grass in bare feet, and is now able to wear shorts and t-shirts."*

We gave the bibic report to the school, who helped to accommodate his needs and are now providing one-to-one support. It's not a miracle cure, but things are better.

*"We're so grateful that bibic helped us. They're so understanding, friendly, kind and professional."*



## Increased mental wellbeing

Understanding their condition helps children and young adults feel better about themselves, happier, and less anxious.

*"He is more confident, more expressive about his emotions, communicates better with all age ranges, and is a totally different child."*

### My child is happier

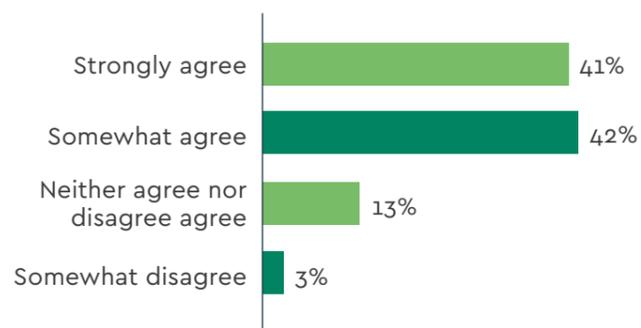


Figure 8 Changes to happiness (n=135)

 **83%**

agree or strongly agree that their child is happier after bibic's support.

## Small changes that make a big difference to a child's mental wellbeing

For some children and young adults, making the minor adjustments outlined in our therapy plan can have a transformative effect on home and school life.

*"She now has printouts at school so that she doesn't have to copy from a board which means less stress and anxiety during the day."*

Our Therapists often see an immediate switch in children and young adults's perception of themselves once they understand the nuances of their condition, which can have a transformative effect on their self-esteem.

*"My daughter now has proof that she isn't 'stupid' and actually has a high IQ. This has really helped her reframe her thinking about herself and her abilities."*

 **63%**

agree or strongly agree that their child is less anxious after bibic's support.

### My child is less anxious

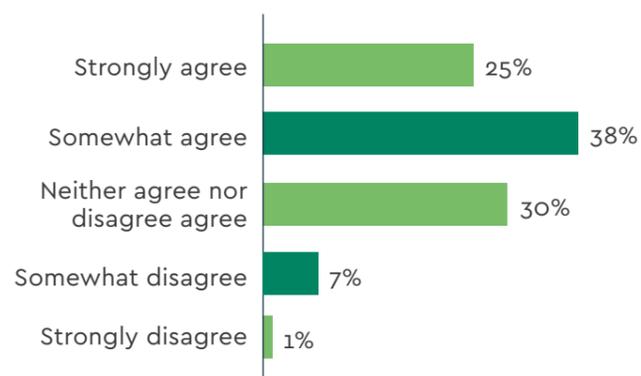


Figure 9 Change in anxiety (n=135)

## Highlighting the strengths to improve self-esteem

Part of our holistic approach is helping children and young adults to see their strengths and capabilities that make their brain unique and how they can draw on these skills in life.

*"He has made more friends. He is less hard on himself; he is more confident because he knows his brain is fantastic, and it works differently because it is working hard on things other people don't have to work at ..."*

### My child has improved self-esteem

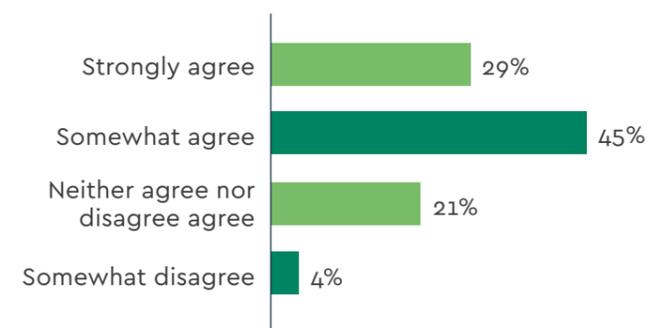
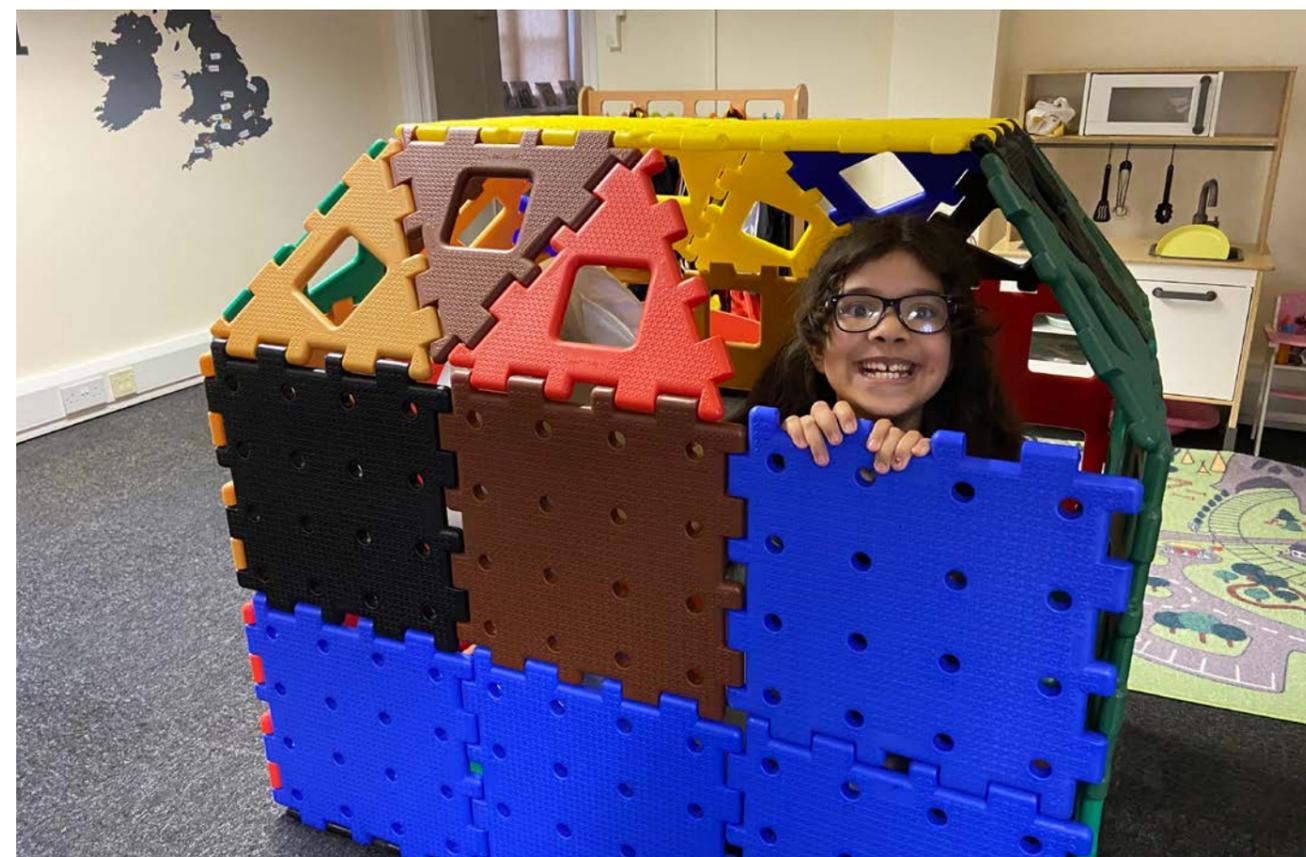


Figure 10 Change in self-esteem (n=135)

 **74%**

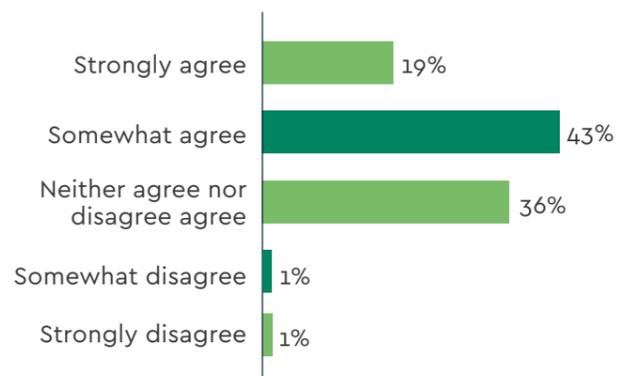
agree or strongly agree that their child had improved self-esteem after bibic's support.



## Increased independence and life skills

For some children and young adults with neurological conditions, daily living skills such as getting ready for school, eating, or sleeping can be challenging. Within our assessments, we identify any deficits that can be addressed and suggest approaches to help increase the child or young adult's independence.

### My child has improved self-care and daily living skills



**Figure 11** Impact on self-care/daily living skills (n=138)

Whilst almost two-thirds of parents/carers thought that their child had improved their self-care or daily living skills, 36% were neutral about this change. It should be noted that not all children and young people may have experienced these challenge before bibic's assessment.

Families reported that with bibic's support, they could better plan for the day ahead and put in place strategies *"to assist with everyday functioning"*.

*"One of the massive things was around him getting dressed because that was something he really struggled with. bibic looks at why that difficulty may be and how to help him with sequencing and visual supports."*



This enabled children and young adults to *"problem-solve"* and *"approach challenges confidently"*. In other cases, the key to increased independence was accessing specialist support.

*"The needs identified by bibic allowed our son to join a specialist school, which has enabled our son to develop life and independence skills alongside self-management."*

Over half of parents/carers surveyed (52%) said that, due to strategies put in place, their child was better able to organise themselves for the day ahead.

 **62%**

of parents and carers surveyed said that bibic had helped to improve their child's self-care or daily living skills.



## Meeting educational needs

One of the challenges consistently raised by parents/carers is that children and young adults are struggling at school because adjustments are often not made to accommodate their needs without evidence of their specific condition.

We frequently see children and young adults at risk of exclusion because schools do not have the time and finances to fully invest in the needs of the child, and so are unable to manage their behaviour.

However, after our assessments, therapy plan and key working support, many parents describe their children as **"thriving"**.

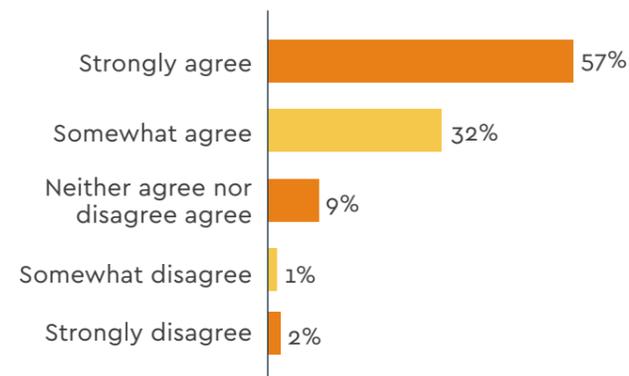
Parents and carers we consulted said that our strategies and key working support give them increased confidence to challenge the system when things aren't right. By sharing the bibic report with the school (or college/nursery), families said that they felt professionals finally **"started to listen"** to them and make adjustments that led to a happier school life and more inclusive education for their children.

***"Having the assessment from bibic has meant much more understanding from the school. Our child now feels more 'seen' by all of us, and it has enabled us to move forward more positively."***

In many cases, the adjustments are small but make a big difference to a child's ability to engage with their learning – from printing reading materials on coloured paper or allowing adjustments to the school uniform, to being able to use a laptop.

***"It has helped our son access additional support and coping strategies for exam situations. It has also allowed him to access additional time and frequent breaks during exams."***

## Did the assessment and therapy plan help the school/college to have a better understanding of your child and their needs?



**Figure 12** Helping schools/colleges to have a better understanding of the child and their needs (n=120)

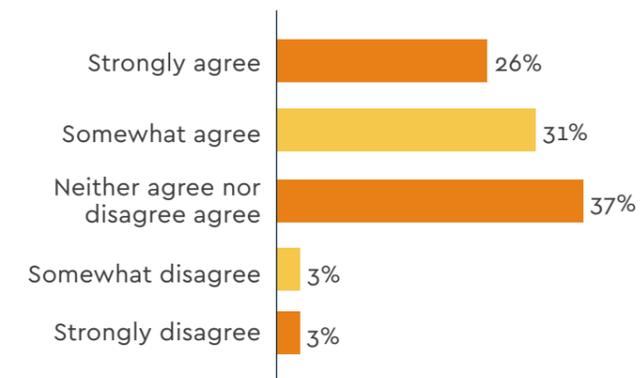
 **89%**

of parents/carers think that bibic's support has helped the school to have a better understanding of the child or young adult and their needs.

Ultimately, this leads to many children feeling happy and confident at school and achieving their full potential.

***"We've gone from having a child that hates school, feels useless and worthless and is on the brink of permanent exclusion to one that is happy, confident, proud, better accepted and loving school so much that he can recognise his potential and wants to excel."***

## My child was more confident at school (or nursery/college)

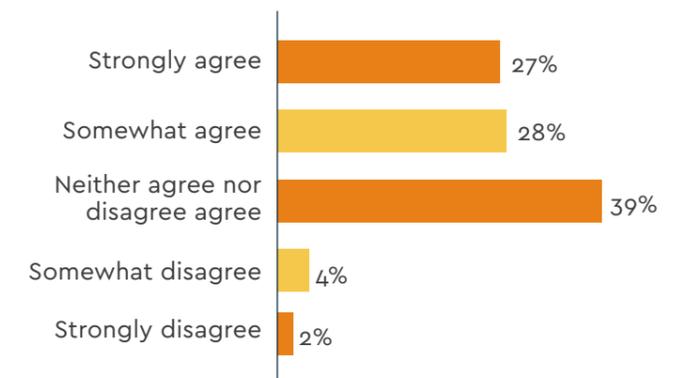


**Figure 13** More confident in education (n=137)

 **57%**

of parents/carers surveyed agreed or strongly agreed that their child was more confident at school after bibic's support.

## There were fewer meltdowns before school (or nursery/college)



**Figure 14** Fewer meltdowns before school (n=137)

 **55%**

of parents/carers felt that there were fewer meltdowns before school, college or nursery.





## Case study

bibic's assessment helped us get the right secondary school, and now my son is thriving.



*"He had high anxiety and would sometimes go on a walkabout in the school ... I didn't want to send him to a secondary school that I knew would be traumatic for him."*

We had an assessment with bibic eight years ago for my son, Luke, who was 10 at the time and I was fighting to get the right educational placement for him.

Having been diagnosed with Autism when he was four, Luke was struggling at his mainstream primary school. As parents, we knew that he would not cope with a mainstream secondary school.

I found this brilliant Autism specialist school that takes kids with high academic ability. I knew I needed more evidence to prove that it was suitable for him. That's when we turned to bibic.

The bibic assessment highlighted Luke's need for constant supervision of his sensory levels.

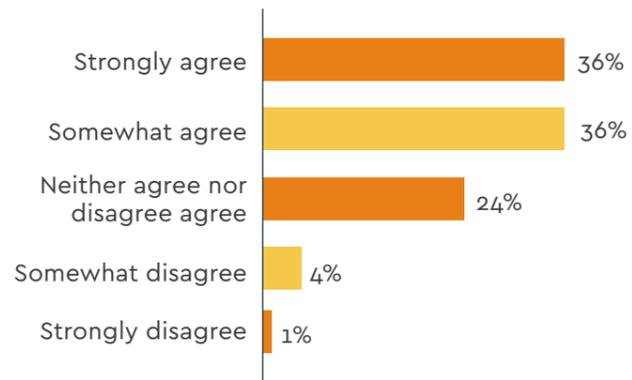
Sometimes he would need sensory stimulus to get him engaged and other times he would need to be taken out of the environment to calm down. Having his needs recognised and confirmed in writing by trained Therapists was important to finding the right school for Luke.

After a tribunal, where we submitted bibic's report as evidence, we were able to secure a place in a specialist school that provided everything bibic recommended.

***"It was all worth it. His experience in secondary school is unbelievably brilliant. Now he is doing A-levels in a mainstream setting, whilst getting therapeutic support at his specialist school. This dual placement is helping to get Luke ready to transition back into society."***



**My child has fewer meltdowns since bibic's support**



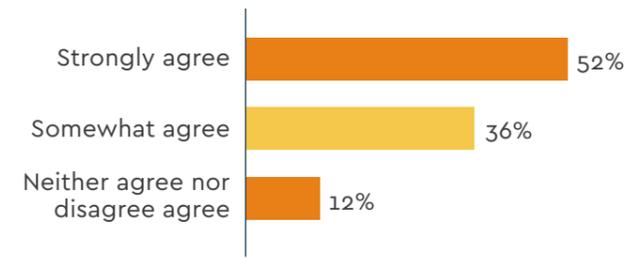
**Figure 15** Fewer meltdowns since bibic's support (n=135)

 **72%**  
of families surveyed thought that their child has fewer meltdowns since bibic's support.

We help older children and young adults to manage their emotions, and help parents, carers and professionals to implement strategies so that a full-blown meltdown can be avoided.

***"They have helped her understand herself and to recognise her own emotions and how to handle them."***

**bibic's support has helped to reduce family stress**



**Figure 16** Helped to reduce family stress (n=135)

 **88%**  
of parents/carers agreed or strongly agreed that bibic's support has helped to reduce family stress.

When parents and carers have the confidence to manage their child's behaviour, this leads to reduced family stress, including ***"a better understanding of themselves"*** as parents.

***"The whole family knows what helps when meltdowns happen and how to support 'L' and each other through it."***

# Case study

**After learning about ADHD, I was convinced my daughter had it, and wanted to get her the support she needed for her GCSE years. Now life is much calmer.**

*"Life was a constant battle with Sarah ... we didn't understand why she couldn't sit still, organise herself for the day ahead or comply with instructions."*

A few years ago, I had been on an Autism course for my youngest daughter where we learnt about other neurological conditions, including ADHD, and I thought 'Oh my gosh, this is how my eldest daughter responds, I wonder if she has ADHD'.

My youngest daughter was diagnosed with Autism through the Speech and Language Therapist, and we were always catering for her needs but thought that Sarah, our eldest, was just acting up.

I heard about bibic from a friend and so booked Sarah for an assessment as she was coming into GCSE years and was struggling at school. This was during lockdown, so our assessment was online, via Zoom.

bibic helped us understand how we need to respond to Sarah as parents; we now give lots of positive feedback and allow Sarah time to walk away and process her feelings when things build up.

***"Sarah also understands herself better and has stopped beating herself up if she can't do something. She knows how to approach things in a different way."***

Sarah also does some physical exercise in the morning because she needs lots of stimulation, and that seems to set her up better for the day. Life is calmer, with fewer arguments now, although it's not perfect, of course.

As well as suggesting that she has ADHD, bibic found that Sarah had a severe visual impairment, which means that her brain can't quickly process what she sees on the screen or board. She needs longer to write things down on paper, which means she would get behind in tasks at school, which added to her frustrations.

Now, thanks to bibic's report, she has printouts at school, so she doesn't have to copy from the board, which has reduced her stress and anxiety during school, resulting in a quieter and more relaxed home life.

Some teachers have been brilliant; they read bibic's report, know how to deal with Sarah and give her the printouts she needs. But there are a few who just won't take it on board, and we can see her grades dropping for those subjects, as well as sanctions being given out if she gets stressed in class and needs to walk away. We're still fighting that one, but on the whole, home and school life are a lot calmer since we had the assessment with bibic.

# bibic through the years



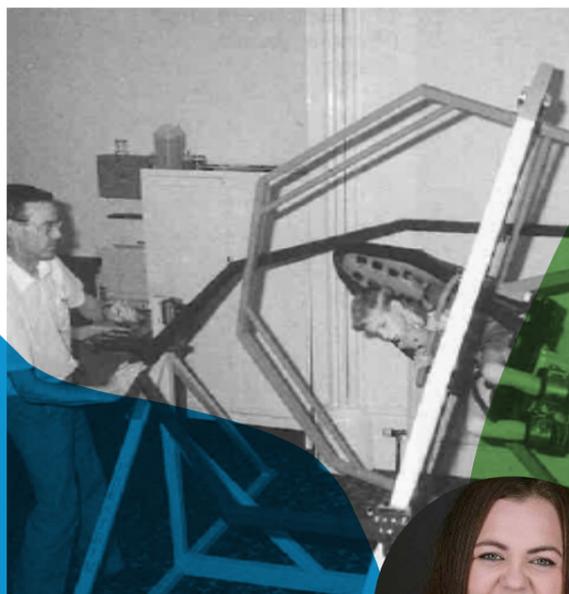
## How it all began

bibic was set up by Keith Pennock, the father of Alison Pennock who acquired a brain injury at a young age. There was nowhere in the UK providing the therapies needed for Alison, so the family travelled to Philadelphia to the Rehabilitation Centre in The Institutes for the Achievement of Human Potential in 1970, where Alison made a remarkable recovery.

Gradually, other families joined the Pennock family for treatment in the U.S. until demand became such that Keith was approached to set up The British Institute for the Achievement of Human Potential in the UK in 1972.

Initially based in Staffordshire, the charity moved to Knowle Hall in Somerset in 1976, where families could stay for a week so that children could receive intense therapy, whilst teaching parents how to provide therapy at home. Keith stayed on as CEO for 26 years.

In 1997, NHS professionals working in children's neurodisability evaluated The British Institute for Brain Injured Children (Morton, 1997), and found that some of our techniques lacked evidence of therapeutic benefit. We quickly responded to the 20 recommendations made by putting in place clinically-based assessments and therapies.



*"Some of the therapies used decades ago may seem shocking now, but their reasoning is quite sound. Now, we use a more modern, evidence-based and gentler approach. For example, by using mainstream swings we can help soothe and relax the child and re-establish balance to their vestibular system."*

**Chelsey Oxley** Therapy Manager  
RQTU, PG Cert SPI, MSc For Psych(open)

## Modern holistic therapy

In 2007, we widened our reach to support children and young adults with other neurological conditions, not just those with a brain injury, and those with no formal diagnosis. We changed our name from "**BIBIC**" to "**bibic**" to reflect this change of scope, no longer providing an acronym for British Institute for Brain Injured Children, but maintaining our unique and highly recognisable name. In 2014 we moved to our current location in Langport, Somerset.

Throughout the years we have maintained the principle of supporting the family in a holistic way, empowering parents/carers to become therapists at home.

Now, our therapy is evidence-based, which was described by the Government in 2002 as "**the most effective means of help for children with learning difficulties**". Our detailed report sent to parents explains the assessments we have used and why, the results and what this means for the child, and recommendations to address areas of difficulty highlighted. It can be shared with other family members, school, and other professionals involved. Some families have successfully used their bibic report as supporting evidence for their child's EHCP process (Education and Health Care Plan).

## Strategies, not labels

Of the families that do have a diagnosis for their child's condition, many come to us desperate for help with the day-to-day management of this condition and strategies to support it effectively. The holistic strategies provided by bibic are:

- Specific to the child or young adult and their family situation, not just the condition.
- Sustainable, to help cope with everyday life and in the long-term.
- Supportive of the whole family, working in partnership with other agencies and specialist professionals.

## Some examples

of our standardised tests that draw out the child's strengths and difficulties:

- **Wide Range Intelligence Test** to assess verbal and visual IQ, which can differ, and require different therapeutic approaches.
- **Working Memory and Processing** to assess how quickly the child or young adult processes information and how effectively they can retain it. We can then put in place strategies to help speed up processing or improve their memory, if needed.
- **British Picture Vocabulary Scale** looks at language comprehension. This helps us to ascertain if the child has problems understanding information or expressing it.
- **Screenings** for neurological conditions such as Autism (ASD), Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), Pathological Demand Avoidance (PDA), Oppositional Defiant Disorder (ODD), Conduct Disorder and Dyslexia. This is not a diagnosis but can indicate the likelihood of the condition being present and can provide some valuable insight into a child's difficulties.

# 50 years of bibic

## 1970

Keith and Valerie Pennock travel with their daughter, Alison, who had an acquired brain injury, to The Institutes for The Achievement of Human Potential (IAHP) in Philadelphia and saw significant improvements in Alison's development.

## 1972

The IAHP asks Keith Pennock to set up The British Institute for the Achievement of Human Potential to support children in the UK.

## 1976

The charity moves to Knowle Hall in Somerset so that therapy can be provided whilst families live in on-site accommodation.

## 1998

Follow-up report notes that many recommendations from the Morton report have been actioned and improvements have been seen.

## 1999

The charity has a large deficit due to a drop in voluntary income, increased costs and subsidising low-income families.

## 2001

Training for professionals is launched to increase knowledge, awareness and referrals.

## 2009

Costs are cut, including redundancies, to focus on core services and organisational survival.

## 2010

Knowle Hall is put up for sale because of high property costs. 50% reduction in beneficiaries.

## 2011

Income and reserves are at a record low due to the recession. A crisis appeal is launched.

## 2014

A second crisis appeal is launched; posts are made redundant to reduce costs.

The sale of Knowle Hall is completed; bibic moves to smaller, rented premises in Langport, Somerset.

## 1980

The charity becomes independent of IAHP and renamed as the British Institute for Brain Injured Children.

## 1996

Keith Pennock retires as CEO and the charity renames as 'BIBIC'.

## 1997

Published Morton Report raises concerns about some therapy techniques used. BIBIC makes changes immediately to reflect up-to-date evidence-based techniques that empower parents to become therapists for their child.

## 2002

Government describes BIBIC as being "**the most effective means of help for children with learning difficulties**". The charity secures eight awards, which help to strengthen our reputation.

## 2006

BIBIC becomes 'bibic' to reflect the range of neurological, behavioural, sensory, developmental and genetic conditions supported, with or without a diagnosis.

Department of Health names bibic as a key voluntary sector service that medical professionals can refer to.

## 2008

A £5m capital campaign is launched to create a respite centre.

Fundraising is significantly affected by the recession.

## 2018

Our bi-annual ball raises an unprecedented £116k, with new major donors recruited. bibic reports the first surplus in many years.

## 2019

Another crisis appeal is launched; leased space is reduced to cut costs.

## 2020

bibic quickly responds to the Covid-19 pandemic by shifting services online.

Large grants are secured that put the charity in a more stable financial position.

## 2021

New methods to evaluate services are introduced.

## 2022

In its 50<sup>th</sup> anniversary year, bibic is now supporting almost 400 children and young adults a year and planning its expansion in a sustainable way, based on a strong financial footing.

# This is bibic at 50

*"From our therapy to our fundraising, communications and governance, I could not be prouder of what we have achieved together in the last few years as a team. It's quite phenomenal; the future is exciting."*

**Pip Buckley** Managing Director



## The future

After years of financial turbulence, bibic reached a turning point in 2020. We restructured the team, strengthened our practice, put in place CPD accredited training for Therapists, who are now required to hold suitable degrees, and invested in fundraising. As a result, we now have a solid financial footing and are able to maintain excellent services and support that transform lives.

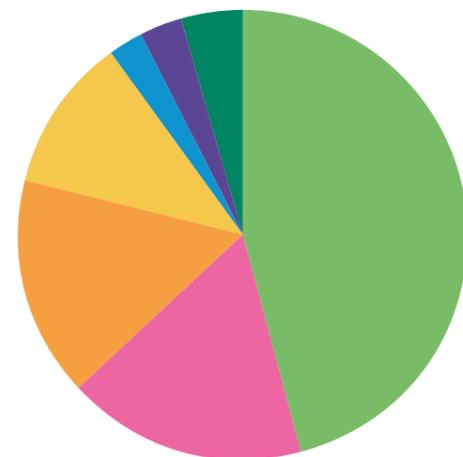
In late 2022 we refreshed our brand to better reflect our beneficiaries and our strong reputation with families and professionals. Now, with our new look and in a more resilient position, we are ready to expand our reach more sustainably.

## Our future plans include

- Expanding our therapy and administration teams to help shorten the waiting list and support more families.
- Re-establishing our outreach service by holding clinics in other areas of the country.
- Providing more webinars and free social media 'lives' for parents, carers and professionals.
- Systemising to increase our efficiency and putting in place enhanced methods to monitor and evaluate our services.
- Developing our fundraising team to ensure that we have sustainable income to support our long-term growth.

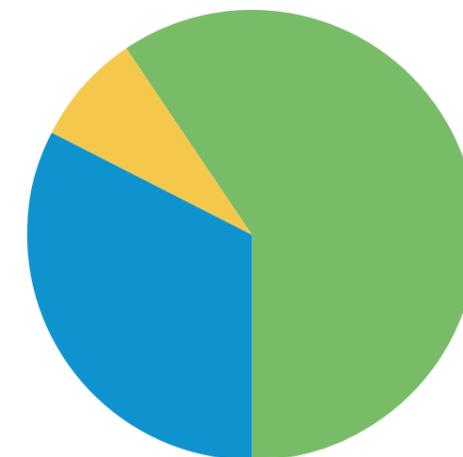
## How we are funded

Every full assessment package costs around £2,085. Families are asked to contribute £600 to this cost (around 30%), and bibic raises funds for the remaining £1,485. We have a special fund to ensure low income families can access our support without this family contribution, upholding our value of never turning any family away.



### Where our income comes from

- Corporates £15,000
- Community fundraising £20,000
- Other £26,000
- Legacies £68,000
- Donations £98,000
- Therapy fees £107,000
- Trusts and foundations £285,000



### How we spend the money

- Governance and other costs £33,000
- Raising funds £137,000
- Charitable activities £249,000

Figures correct at year end 31 March 2021



# We couldn't have done it without you

We would like to extend our immense gratitude to the people and organisations who have helped to tell the story of 50 years of bibic. This includes Emma Insley, Impact and Evaluation Consultant and Director of Insley Consulting for conducting research and writing this report.

bibic is a small charity with a huge extended family who support and enable us to undertake our work. Our small staff team is supported by a wide network of donors, funders, supporters, friends, families and advisors to achieve the very best for those we work with.

We could not operate without our generous donors. bibic is supported by grants and donations from philanthropic trusts and foundations, corporate donations and fundraising, individuals via donations and bequests, the local community and a wide range of events and initiatives that involve many people. We would not be here without their time and generosity.

We would like to thank our Board of Trustees for their diligent leadership and governance, particularly through the challenges of the pandemic. bibic has also been lucky enough to be represented by our wonderful patrons Tony Brett and Paul Brett, and we thank them for their tireless support.

Our staff of trained Therapists and operational staff at bibic work closely with our students and volunteers to ensure we are meeting our families' needs as best we can, and operating successfully as a small, lean and responsive charity.

We give our gratitude to the families who have been so generous as to share their lives, challenges and stories with us to enable us to produce this report and deepen our understanding, and who have trusted us to be part of their journey. Thank you to all the children, young adults and families who inspire us every day with your tenacity, resilience and determination for a full life.





“ He is more confident  
because he knows  
his brain is fantastic! ”



Designed by Amperative  
Written by Insley Consulting

Registered charity no. 1057635  
Registered company no. 03217418

01458 253344  
info@bibic.org.uk  
**bibic.org.uk**

Old Kelways, Somerton Road,  
Langport, Somerset, TA10 9SJ