

A young man with short brown hair and a friendly smile is standing in a garden. He is wearing a maroon hoodie and holding a wooden handle, possibly for a tool. The background shows a wooden lattice fence, various plants, and a building with corrugated metal siding. A large teal circle is overlaid on the left side of the image, containing the text 'The Bren Project' and 'SOCIAL ACCOUNTS 2013'.

The Bren Project

SOCIAL ACCOUNTS 2013

Diversity at Work

The Bren Project 

**SOCIAL
ACCOUNTS**



2013





We are really proud of what Laura has achieved. I visited her on a couple of occasions and saw how her confidence had grown and how proud she was to be there.

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The Bren Project

HISTORY OF THE BREN PROJECT

The charity is
named in memory of
Brenda Godwin.

In early 2004 Peter Sackett and Grant Wells carried out a consultation exercise with special schools, supported living providers, support groups and disabled people that clearly identified a need for a high quality supported employment service for people with learning disabilities living in Cheshire. They subsequently went on to construct a business plan, establish a board of trustees, develop a thorough model of support and raise funds in order to set up the Bren Project.

We obtained charitable status on the 12th October 2005. Our mission is to support and inspire people with learning disabilities and autism to develop the skills and experience needed to enter the world of work. We do this by providing them with bespoke work experience placements with ongoing support.

We began our active project work in September 2007 and have since worked with over 130 beneficiaries over 70 employers, 50 funding partners and countless project partners.

The charity is named in memory of Brenda Godwin, a leading light and inspiration to many in the world of supported employment. Sadly, Brenda passed away in 2004.

over
70
employers

Since 2007, in
Cheshire we have
worked with ...

over
130
beneficiaries

Our research
indicates high demand
for the kind of service
we provide extending
into the future.

over
50
funding partners

The Bren Project

WHAT IS A LEARNING DISABILITY?

The level of support we offer depends on individual factors, including the severity of learning disability.



A learning disability is a reduced intellectual ability which results in a person having difficulties with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life.

People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complex information and interact with other people.

The level of support someone needs depends on individual factors, including the severity of their learning disability. For example, someone with a mild learning disability may only need support with things like getting a job. However, someone with a severe or profound learning disability may need full-time care and support with every aspect of their life – they may also have physical disabilities.

People with certain specific conditions can have a learning disability too. For example, people with Down's syndrome and some people with autism have a learning disability¹.

(Source¹ - Mencap)

WHAT IS AUTISM?

Autism, including Asperger syndrome, is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them.

It is a spectrum condition, which means that, while all people with autism share certain difficulties, their condition will affect them in different ways.

Some people with autism are able to live relatively independent lives but others may need a lifetime of specialist support. People with autism may also experience over or under-sensitivity to sounds, touch, tastes, smells, light or colours.

Asperger syndrome is a form of autism. People with Asperger syndrome are often of average or above average intelligence. They have fewer problems with speech but may still have difficulties with understanding and processing language.

It is estimated that there are 500,000 people with autism in the UK, but many, especially adults with Asperger syndrome, may not have had the condition diagnosed or may have previously been misdiagnosed with another condition, such as schizophrenia².

(Source² - National Autistic Society)

People with learning disabilities may also have physical disabilities too.

It is estimated that there are 500,000 people with autism in the UK.





The Bren Project

INTRODUCTION TO OUR SOCIAL ACCOUNTS

This is our second set of Social Accounts and they cover the period from 1st January 2012 to 31st December 2012. Last year's Social Accounts were very well received by readers and proved to be an invaluable tool with which to explain our work to potential beneficiaries, families, funders and partners.

Up until two years ago we had only compiled financial accounts and we felt that they did not adequately demonstrate, or provide a reasonable overview, of the work we do, concentrating only on our financial performance. The aim of our Social Accounts is to provide more detail about the social impact of our work and to highlight the personal achievements of our beneficiaries.

I hope you find them interesting.

Peter Sackett
Charity Manager



OVERVIEW OF OUR SERVICE

Our projects are aimed at supporting two distinct groups:

School students and young people (16-24) requiring a high level of support during the transition stage from education to employment.

People seen as 'hard to reach', of any age, often excluded from other provision and not accessing vocational support elsewhere, usually because of the level of their support needs.

The Bren Project assists people with learning disabilities and autism. Often our beneficiaries will have other physical or sensory disabilities or impairments in addition to their learning disability or autism. We work with one of the most isolated and socially excluded groups of people in our society.

We use a **tried and tested model of support** to ensure that people gain the most in terms of practical skills and soft skills development during their placement. We provide 1 to 1 job coach support throughout if required to ensure that people are working safely and developing skills and independence at the maximum rate.

We provide bespoke placements for each beneficiary for a minimum of 1 day a week for 8 weeks.

Each beneficiary is **supported directly by their job coach to ensure that they are progressing** in line with an established action plan. Job coach support is withdrawn as appropriate as the placement progresses.

Through appropriate support, training and guidance, in addition to learning practical work skills, beneficiaries acquire a range of soft skills that better equip them to cope within the workplace. These include increased motivation, confidence and self-esteem, improvements in communication, personal presentation and hygiene, time keeping, punctuality and attendance. This results in each beneficiary becoming much more independent. In addition, where appropriate, a percentage of beneficiaries enter paid work or ongoing volunteering as a result of their work experience.



The Bren Project

OVERVIEW OF THE YEAR - 2012

Our support
for people with
Learning Disabilities or
Autism is unique within
Cheshire.

General Activity

We have a small staff team of 3 (a full time Charity Manager, a part time Co-ordinator and a part time admin support worker), plus a pool of self-employed sessional Job Coaches to provide one to one support to beneficiaries on an 'as required' basis.

Throughout the year we retained our pool of experienced sessional Job Coaches and they bring with them a wide range of backgrounds and expertise. We held 3 Job Coach update meetings and Training days during the year. These days gave everyone the chance to share experiences and good practice as well as the time to discuss project direction and outcomes with project staff.

Early in 2012 we secured funding to produce our first set of Social Accounts to better demonstrate the impact and scope of our work. The Social Accounts give **a full overview of our activities and highlight the positive feedback we receive** as well as evidencing the difference our work makes to individuals. They have been well received.

During the year we used the services of an Occupational Health and Safety Consultant to review and overhaul our

policies and procedures, risk assessments and safeguarding activities to ensure that we continue to operate in the safest manner possible.

Cheshire is a diverse County with several organisations involved in disability related work. With this in mind we undertook a survey into other provision in the area to see how we might compliment or conflict with it. The aim was also to identify opportunities for partnership working. We compiled and distributed a survey

via 'Survey Monkey' to over 50 organisations throughout the County and the wider region. From the information we received back, the survey showed that there are few other organisations that provide any form of employment support for people with Learning Disabilities and/or Autism. Importantly, **none provide a service specifically for people with Learning Disabilities or Autism and so it would appear that we are unique** in that respect within Cheshire.

With the above in mind, we explored several opportunities for partnership working during the year including:

- Discussions with Chester and District Housing Trust to run a joint project.
- Working with secure units to support people with severe mental health difficulties to integrate back into society via work placements.
- A bicycle recycling project.
- An innovative supported volunteering project with Chester Volunteer Centre.
- Discussions with the local authority, Cheshire West and Chester (CWAC) Supported Employment Team re joint projects.
- Meeting with West Cheshire College re partnership working.
- Discussions with Cheshire Aspergers Parents Support group (ChAPS) about running an autism specific project.
- Discussions with Halton Borough Council about running a contracted project with their Community Day Services and Bridge Builders service.

Some of the above are still under discussion, some came to fruition and some have been dismissed.

Following a visit and presentation by from Cheshire Police at one of our Job Coach meetings we became a Reporting Centre for hate crime. Cheshire Police recognise that there are barriers to communication with some communities. Sometimes the public feel mistrustful or too intimidated to contact the police directly.

Reporting Centres are a way to overcome the communication boundaries that sometimes exist between the police and sections of the community. They enable victims of hate crime to report their incident in an environment where they feel confident.

Training

Staff underwent training in the areas of financial management, PR, fund raising, business planning and first aid.

2 Trustees underwent role and responsibility training in March.

Conferences/Forums

Staff attended:

- The NCVO Conference in London
- The Autism Criminal Justice Forum (3 meetings)
- The Learning Disability Partnership Board Employment Sub Group (3 meetings)
- The Learning Together Cheshire and Warrington Conference
- Cheshire Aspergers Parents Support (ChAPS) Conference
- The British Association for Supported Employment (BASE) Conference

OVERVIEW OF THE YEAR - 2012

Project Work

We worked with 35 beneficiaries in 2012 (20 completed placements and 15 were profiled and action planned and job searching was begun for placements in 2013).

All had moderate to severe learning disabilities and/or autism and many had additional physical disabilities, sensory impairments and/or mental health issues.

We have a highly bespoke approach to placements.

Beneficiary referrals came from Social Worker teams, Halton Borough Council (HBC) Community Services, supported living providers and parents and carers as well as our 3 partner special schools (Dorin Park Chester, Springfield School, Crewe and The Russett School, Northwich). Of the 35 people referred during the year, 23 were referred by special schools – they were all in the 15 to 18 age range, the remaining 12 were from the other referral partners and were all in the 18 to 50+ age range - this reflects previous years in which **we have accommodated a very wide range of beneficiaries.**

As mentioned above we have taken referrals from HBC for the first time. During the year we contracted with them to deliver a pilot project to support 12 individuals between Sept 12 and Oct 13. This is the first time that we have entered into a local authority contract.



We have continued to work with new employers and voluntary sector placement providers. We have a bank of over 60 employers that have previously provided placements and we are adding to that number all the time – **we had 10 new placement providers in 2012** (Halfords Macclesfield, City Farm Chester, The IMAP Centre, The Bren Project, Chester and District Housing Trust, Chester FC, The Crowne Plaza Chester, Weaver Vale Garden Centre, ESS Northwich and Halfords Widnes).

We have new employers lined up for 2013. This evidences our bespoke approach as we look for ideal placements for beneficiaries rather than just placing them with our existing employer partners. 50% of 2012's 'starters' worked with employers new to the Bren Project.

During the year we have **continued to support beneficiaries from previous years** that moved into Supported Permitted Work. Our work included visits to Job Centres to help with benefits issues, liaising between work places and beneficiaries and parents re absences and holidays and general 'checking up' and supervision where required to ensure that beneficiaries manage to stay in work.



20 beneficiaries undertook a supported work placement and by 31st December all had completed the full 8 weeks.

Project Achievements

Of the 20, 13 were special school referrals not looking for volunteering or paid work.

Of the remaining 7, 3 moved into paid work and 1 into volunteering.

OVERVIEW OF THE YEAR - 2012

We have been impressed with the amount of background information you gather for each client, you then find them a placement which not only compliments their established strengths, but also challenges them to develop new skills.

Case Studies

Tim

Tim is 40 years old, has Asperger syndrome and lives in supported accommodation. Before his placement he really lacked confidence, having not worked for some time and he was really worried that the stress of a workplace may be too much for him.

After initial familiarisation visits, Tim began a placement, with one to one support, at Chester and District Housing Trust as an admin assistant in the finance department. The staff were very friendly and supportive and Tim felt very comfortable very quickly. With the support of this job coach and colleagues his confidence grew. He undertook a wide range of admin tasks such as filing, shredding, database work and post room duties and was

soon able to work without the support of his job coach. Project staff monitored the placement regularly to make sure that Tim was developing his skills in line with his personal action plan and to ensure that he was comfortable yet challenged and that he was not overly stressed by the placement. Tim went from strength to strength and went on to secure paid work at the Housing Trust.

Jack

Jack is 25 years old, lives at home with his parents and has moderate learning disabilities. Jack wanted a placement in an office where he could use his computer and admin skills to good effect.

At the Bren Project we had been waiting for some time for the right person to come along to support us around the office and we felt that Jack could be just what we needed. He began his placement with us, supported by project staff, and was involved in a wide

range of duties, including shredding, writing a Facebook blog, filing, archiving, fundraising and photocopying. He worked so well that we offered him a paid job for 3 hours per week on a Tuesday morning. He has settled in really well and is now part of the Bren Project team.

Derrick

Derrick is 50 and lives alone in a warden controlled bungalow in Northwich. After leaving a special school, Derrick secured employment for 18 years within the Forestry Commission at Delamere Forest. Unfortunately he was made redundant and he found it difficult to secure further work.

After a long period of unemployment, Derrick started to lose his confidence and he became very depressed. We started working with Derrick in 2010 and he initially undertook a placement in a garden centre, which resulted in him regaining much of his lost confidence. We felt that it was important for Derrick that we found him a second placement, preferably with an employer that could provide ongoing activity beyond the placement and so we worked with him again in 2012.

We approached the IMAP Centre in Barnton (a residential college for people with autism), we had never worked with the IMAP Centre before

but found them really helpful and accommodating. After an initial visit, Derrick began his placement as a groundsman, one day a week. Derrick was supported one to one by his own job coach initially. As Derrick's confidence and knowledge grew his job coach was able to gradually withdraw support. Derrick worked exceptionally well and quickly learnt a range of new tasks. At the end of his placement, Derrick stayed with IMAP as a volunteer for 2 days a week and we are now currently negotiating paid work.

Michael

Michael is 23 and lives in Northwich. Michael has Asperger syndrome. He recently completed a Masters Degree in electrical and electronic engineering at Liverpool University. Michael's Aspergers means that he sees the world very differently from most people and as such securing work under ordinary circumstances would be impossible. His family felt that our tailored one to one supported service would be ideal.

Michael was very specific about the type of work he wanted to do and after much searching we found a laboratory placement at European Spectrometry Services (ESS) in Northwich. The staff at ESS were excellent in the way that they supported Michael, so much so that they soon took up the role of job coach. Michael worked really well and provided lots of technical support and ideas. ESS were so pleased with his input that they offered him a paid job at the end of his placement. Being at work has really bolstered Michael's confidence and both he and

his family are now much more positive about the future.

As well as the outcomes above all of the 20 people that undertook placements showed improvements in wide ranging practical and social (soft) skills which will better equip them as they move forward with their careers.



The Bren Project

OVERVIEW OF PREVIOUS YEARS - 2010/11

2011 was the second and final year of our 'Moving On' Project. The project was 80% funded by the Big Lottery Fund Reaching Communities programme. The remainder of our funding was provided, in the main, by the Westminster Foundation, the Lloyds TSB Foundation, Learning Together Cheshire and Warrington (via an ESF Community Grant) and contributions from our 4 school partners (Springfield School in Crewe, Dorin Park School in Chester, the Russett School in Northwich and Park Lane School in Macclesfield).

The project supported 60 people during 2010 and 2011. We worked with 66 beneficiaries during the lifetime of the project and of those, 60 undertook placements. All had moderate to severe learning disabilities and many had additional physical disabilities, sensory impairments and/or mental health issues.

Beneficiary referrals came from Social Worker teams, supported living providers, the volunteer centre and parents and carers as well as our 4 partner schools. By the end of the project 36 of our 66 beneficiaries were referred by special schools – they were all in the 16 to 18 age range, the remaining 30 were from the other referral partners were all aged 18 to 55 - this reflects previous years in which we have accommodated a very wide range of beneficiaries.

We worked with existing and new employers and voluntary sector placement providers during the project. We had a bank of 23 employers that had previously provided placements and we added to that number during the project – we had 12 new placement providers in 2010 and 16 in 2011.

60 beneficiaries undertook a supported work placement and all 60 completed the full 8 weeks.



We had 5 SMART (Specific, Measurable, Achievable, Realistic and Time based) outcomes for the Moving On Project:

Outcome 1

60 people with learning disabilities will report improvements in practical work skills by the end of the second year of the project:

End of project achievement = 59

Outcome 2

60 people with learning disabilities will report improvements in their personal development (confidence, self-esteem, motivation etc.) by the end of the second year of the project:

End of project achievement = 58

Outcome 3

12 people with learning disabilities will engage in paid or voluntary work by the end of the second year of the project:

End of project achievement = 18 (50% over target in a key outcome)

Outcome 4

40 people with learning disabilities will report improvements in health and activity by the end of the second year of the project:

End of project achievement = 36

Outcome 5

The Parents/carers of 15 beneficiaries will benefit from short term respite opportunities whilst their dependents are on placement:

End of project achievement = 8

OVERVIEW OF PREVIOUS YEARS - 2010/11

Paid Work and Volunteering Outcomes

Chris - Chris is 25 years old and lives in supported accommodation in Chester. After a very successful placement at Sainsbury's Chester store he secured 10 hours a week paid work. He recently passed his probationary period with flying colours and is now very much a part of the staff team at the store.

Hannah - Hannah is 21 years old and lives in Chester with her parents. Hannah undertook an admin assistant role at the Countess of Chester Hospital Training Dept. She went on to continue with her administrative duties unsupported in a voluntary role.

Michael - Michael is 21 years old and lives with his parents in Winsford. He secured 4 hours a week paid work in the HR office at Morrison's Distribution in Northwich.

Rebecca - Rebecca is 18 years old and goes to the Russett School in Northwich. Rebecca undertook a placement at the British Red Cross shop in Northwich and subsequently went on to volunteer at the shop for 1 day a week.

Edward - Edward is 21 years old and lives with his parents in Chester. He has high functioning autism and undertook a placement at Chester Archives and Records Office. The repetitive nature of the work really suited Ed and he went on to volunteer for the service for 2 days a week.

Ric - Ric is 25 years old and lives in supported accommodation in Chester. After his placement he went on to volunteer for 2 days a week at the PDSA charity shop in Chester.

Jonathon - Jonathon is 21 years old and lives with his parents in Chester. After completing his placement Jonathon went on to volunteer for one day a week at the Comfort Zone Café at the Countess of Chester Hospital.

Cathryn - Cathryn is 20 years old and lives in Stockport with her parents. She undertook a placement at Sunrise Senior Care Home in Bramall and went on to secure a role as a volunteer befriender.

Helen - Helen is 29 years old and lives in supported accommodation in Winsford. Helen wanted to volunteer at a community café and we arrange a placement for her at the Crackin Café, a church community café in Northwich. Following her placement Helen was delighted when the manager offered her the opportunity to continue to volunteer for one day a week on an ongoing basis.

Liam - Liam was a student at Dorin Park School. He secured 15 hours a week paid employment at a Harvester restaurant in Chester. He worked both in the kitchen and front of house.

Paul A - Paul is 29 years old and had never worked before. With support he secured part time work at a packaging company in Ellesmere Port, where he continues in a production role with the assistance of his supportive colleagues.

Paul C - Paul is 23 and lives at home. He has severe autism and has never worked before. After his placement he secured 5 hours per week paid employment at a supermarket café in Ellesmere Port.

Hannah - Hannah was a student at Dorin Park School. She secured paid work at a local florist for one day a week which complements her floristry studies at college.

John - John is 44 years old and lives in supported accommodation. After his placement he continued as a volunteer for 2 days a week at the PDSA charity shop in Chester.

Rachael - Rachael is 26 Years old and lives at home with mum and dad. Before her placement she really lacked confidence and had never worked or volunteered before. She now volunteers for 2 days a week at the Sue Ryder shop in Ellesmere Port.

Emma - Emma is a student at Park Lane School in Macclesfield. With support she grew in confidence and developed enough new skills to enable her to volunteer one day a week at the British Heart Foundation shop in Macclesfield.

Peter - Peter is 44 years old and lives in supported accommodation. After his placement he continued as a volunteer for 2 days a week at the PDSA charity shop in Chester.

Quite early in the project we realised that several beneficiaries had complex needs in addition to their learning disabilities. Most notably depression, affected and increased by social isolation - this was a previously unseen element of our work. This discovery helped lead us to introduce a pilot project in 2011 called **'Your Turn'** aimed at **improving social interaction for our beneficiaries whilst at the same time improving their employability and work skills.** The aim of Your Turn was not only to support people with complex needs but also our 'ordinary' beneficiaries. The pilot worked well in this respect but we were unable to roll the project out into 2012 because of a lack of funding.

The work experience placement was excellent, just what Michael needed ... real, proper work experience, the whole thing has been brilliant.

HEADLINE STATISTICS

This shows a high level of satisfaction on the part of our key stakeholders and it is a track record of which we are very proud.

In 2012 we worked with **35** beneficiaries, making **135** in total since we began in 2007.

Since 2010 beneficiaries and parents/carers have completed feedback questionnaires after placements have finished, here are the key findings:



Rated the Bren Project service as either very good or excellent overall.

Said that they understood what was going to happen on the placement.

Said that they were kept adequately informed throughout the placement.

Employers complete feedback questionnaires after placements have finished, here are the key findings:



Rated the performance of the job coach as very good or excellent.



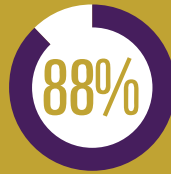
71% reported no problems during the placement.

The remaining 29% rated the way that problems were dealt with as either very good or excellent.



Rated the performance of the project co-ordinator as very good or excellent.

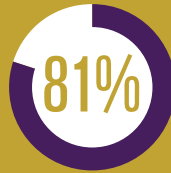
Said that they would like to work with us in the future.



Said that they did not have to wait too long to start a work placement.



Rated the performance of the job coach as very good or excellent.



Said that the outcome of their placement was what they were hoping for.



Rated the Bren Project service as either very good or excellent overall.

Were prepared to offer more placements to Bren Project beneficiaries in the future.

Rated the way that their and the beneficiaries' needs were met to ensure that the placement ran smoothly as very good or excellent.

Rated the initial briefing about our service as either very good or excellent.

Rated the co-ordinators performance when monitoring the placement as very good or excellent.



Said that the placement was the right length.

In 2012, **4** of our beneficiaries moved into paid work or volunteering, making **30** in total since we began in 2007.

In 2012 we worked with **12** new employers, making **74** in total since we began in 2007.



The Bren Project

MISSION AND VALUES

The Bren Project is founded on the principle of equality of opportunity.

Our mission is to support and inspire people with learning disabilities and/or autism to experience and enter the world of work.

We have six values that guide our work:

- Work as an option for everyone – irrespective of perceived barriers.
- Integration – real diversity, where everyone works together towards a common goal.
- Inclusivity – a real commitment on the part of all to true equality in the workplace.
- Participation – not tokenism, real work, real commitment.
- Accessibility – breaking down barriers, both physical and mental.
- Self-determination – we are driven by the wants and desires of our beneficiaries.

In our work, we strive towards:

- Understanding what a beneficiary wants and having them trust us to deliver it.
- Quality of process and product.
- Fun, because enjoyment sustains activity.
- Open-mindedness.
- Creative and flexible thinking.
- Transparency.



The work experience placement that you obtained for Michael has literally turned his life around . . . he is now much more confident and contented . . . he does not feel ostracised by society in the way that he did before and in his own words he says that “I feel like a real person now.”

COMPLIANCES

We have the following Policies and Procedures – all of which are monitored and reviewed regularly:

- Health and Safety Policy
- Policy on the Protection of Young People and Vulnerable Adults
- Equal Opportunities Policy
- Data Protection and Confidentiality Policy
- Complaints Policy and Procedure
- Grievance Procedure
- Recruitment and Selection Policy
- Policy Statement on the Recruitment of Ex-Offenders
- Disciplinary Procedure
- Quality Assurance Policy

We have the following insurance cover:

Public Liability - £5,000,000

Employers Liability - £10,000,000

Company and charity law:

We adhere to the regulations of the Charity Commission including the Statement on Recommended Practice, Accounting and Reporting (SORP).

Company accounts are prepared in accordance with the special provisions for small companies under part 15 of the Companies Act 2006.

Qualifications, accreditations and memberships:

- We hold VCFS level 1 validation from the Youth Federation around the key areas of child protection, health and safety, financial probity and equality and diversity.
- The Charity Manager is an Associate Member of the Institute of Fundraising.
- We are members of the British Association for Supported Employment (BASE).
- We are members of the National Council for Voluntary Organisations.
- We are members of Learning Together Cheshire and Warrington.
- We sit on the Cheshire Autism Criminal Justice Forum.
- We sit on the Learning Disabilities Partnership Board, Employment Sub Group.
- All staff are trained in first aid.
- We are a designated reporting centre for hate crime.



We could not have had better help before, during or after Richard's work placement. The Bren Project has given our son the help he needed to get a job, feel more confident and become more independent.



The Bren Project

ECONOMIC IMPACT

I feel so
much better in myself
now, people are really
starting to believe
in me.

The financial value of our beneficiaries' work whilst on placement

Whilst on placement all of our beneficiaries actively contribute to the output or service provided by the host employer. As a basic calculation, we had 20 people on placement in 2012 with an average placement day of 4 hours x 8 days (weeks). If we assume the value to be based on the adult minimum wage of £6.19 per hour this means that **the financial value to employers during 2012 was £3,961.60.**

If you consider that we have worked with 120 beneficiaries since we began service delivery in 2007 that means that their overall **contribution to the workplace during that time is equivalent to approximately £23,769.60.**

The ongoing value of volunteer work by our beneficiaries

Add to the above, the ongoing contribution made by those people staying in voluntary work after their placement and the figure is significantly greater.

Income for paid beneficiaries post placement

For those beneficiaries that secure paid employment after their placements (usually under the Supported Permitted Work rules), there is a greater level of personal income. Obviously given the offset of benefits against income and the allowance retained the figure is not great, but nonetheless it can make a real difference.

Increased health and well being (mental and physical) of our beneficiaries

The long term **impact on the physical and mental health of beneficiaries from ongoing work should not be underestimated.** Some of the greatest changes we see in people are in relation to this aspect of their lives. In the long term people are less likely to need medical support and this carries with it an unseen financial saving.



ENVIRONMENTAL IMPACT

We are acutely aware of the need to protect our environment. We are a tenant in an office owned by Innes Reid Financial Consultants and we work continually with our landlord to encourage the reduction in fuel, energy and water consumption wherever possible.

We always take into account the location of work placements, ensuring minimal travel is needed for beneficiaries.

We use a number of job coaches located throughout the county to enable us to provide local support where possible. This minimises the need to travel, thus reducing vehicle usage.

We recycle all paper waste, ink cartridges, glass and plastics.

CONCLUSION

We strive to deliver a quality service that meets or exceeds the expectations of beneficiaries, employers, project partners and funders. We hope that these Social Accounts have provided a real insight into our work and have highlighted the benefits to all those involved.

APPENDIX 1

List of referring partners and agencies

Dorin Park School, Chester
Springfield School, Crewe
Russett School, Northwich
Park Lane School, Macclesfield
Bishop Blue Coat High School, Chester
Sanctuary Supported Living, Chester

Chester Link, Chester
Rowlands Lodge, Chester
MacIntyre Care, Chester
Halton Community Services
Halton Community Bridge Building Team
Cheshire Aspergers Parents Support

(ChAPS)
Cheshire wide:
Social worker teams
Occupational therapists

In addition, 28 of the 135 beneficiaries that we have worked with since 2007 have been 'home referrals', that is they have referred themselves or have been referred by a family member on their behalf.



APPENDIX 2

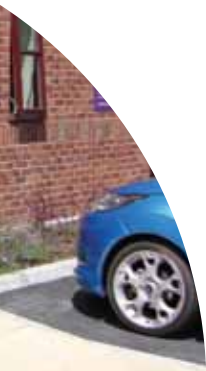
List of host employers & 3rd Sector organisations

We could not deliver our service without the help and support of our wide ranging host employers and we would like to thank each and every one for the role that they have provided in supporting individuals. In no particular order:

Sainsbury's, Chester, Nantwich and Northwich
Millets, Macclesfield
LIVE, Chester
Barrowmore, Great Barrow
Wilkinsons, Ellesmere Port
Sue Ryder Care, Neston and Ellesmere Port
BTCV, Chester
Morrison's Distribution, Northwich
Cancer Research, Macclesfield
Street Scape, Crewe
Red Cross, Northwich
Bridgemere Garden World, Bridgemere
Chester Records Office, Chester
St Luke's, Middlewich
Hospice of the Good Shepherd, Neston and Ellesmere Port
The Anderton Boat Lift, Northwich
Woodford Garden Centre, Woodford
Four Seasons Healthcare, Wilmslow
PDSA, Chester
Ellesmere Port Boat Museum, Ellesmere Port

GAP, Chester
Comfort Zone Café, Chester
Sunrise Senior Care, Knutsford
St Johns Café, Hartford
George at Asda, Crewe and Ellesmere Port
CLiC, Winsford
Premier Inn, Crewe
Capricorn Animal Rescue, Nr Mold
Hope House, Crewe
The Old Trooper, Chester
Radway Garden Centre, Alsager
SCA Packaging, Ellesmere Port
Carolanne's Florist, Ellesmere Port
British Heart Foundation, Macclesfield
Millets, Macclesfield
The Countess of Chester Hospital, Chester
Four Seasons Garden Centre, Blakemere
Asda, Ellesmere Port
Ethel Austin, Chester
Wealstone Care Home, Chester
Wesley Café, Chester

Glyndwr University, Wrexham
Halfords, Crewe and Macclesfield
Dial House, Chester
B&Q, Chester and Crewe
Iceland, Chester
Homebase, Chester
The Brocklebank, Crewe
Kids Unlimited, Crewe
Alpha Cleaning, Crewe
The Old Wirral Hundred, Ellesmere Port
Age UK, Crewe
Blacon Adventure Playground and City Farm, Chester
iMap Centre, Cuddington
Chester and District Housing Trust, Chester
Chester Football Club
The Crowne Plaza Hotel, Chester
Weaver Vale Garden Centre, Northwich
ESS, Northwich



SUMMARY OF FINANCIAL STATEMENTS

	Unrestricted funds £	Restricted funds £	2012 Total £	2011 Total £
Incoming resources				
Incoming resources from generating funds:				
Voluntary income	22,730	25,928	48,658	132,580
Investment income	17	-	17	15
Total incoming resources	22,747	25,928	48,675	132,595
Resources expended				
Training & support	-	6,595	6,595	12,967
Staff costs	29,738	18,565	48,303	61,591
Establishment costs	3,655	835	4,490	6,284
Motor and travelling expenses	2,839	3,845	6,684	9,810
Accountancy fees	248	-	248	-
Examiners' remuneration	810	-	810	1,085
Communications and IT	649	165	814	1,428
Other office expenses	806	1,227	2,033	2,838
Depreciation and impairment	-	-	-	8
General fund - Subscriptions	724	-	724	-
Big Lottery Fund - Computer costs	-	-	-	147
Big Lottery Fund - Subscriptions	-	279	279	704
LTCW - Computer costs	-	-	-	37
LTCW - Subscriptions	-	-	-	176
St James' Place - Subscriptions	-	8	8	-
Total resources expended	39,469	31,519	70,988	97,075
Net incoming/(outgoing) resources before transfers	(16,722)	(5,591)	(22,313)	35,520
Transfers between funds	15,680	(15,680)	-	-
Total funds brought forward	38,215	29,612	67,827	32,307
Total funds carried forward	37,173	8,341	45,514	67,827

Income and expenditure account for the year ended 31 December 2012

	2012 £	2011 £
Income	48,658	132,580
Operating expenditure	(70,988)	(97,075)
Operating (deficit)/surplus	(22,330)	35,505
Other income		
Interest receivable and similar income	17	15
Retained (deficit)/surplus for the financial year	(22,313)	35,520

Summary balance sheet as at 31 December 2012

	2012 £	2011 £
Current assets		
Debtors	-	705
Cash at bank and in hand	46,414	68,022
Creditors: amounts falling due within one year	(900)	(900)
Net current assets	45,514	67,827
Net assets	45,514	67,827
Funds		
Restricted income funds	8,341	29,612
Unrestricted income funds	37,173	38,215
Total funds	45,514	67,827

Full accounts are available on request.



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