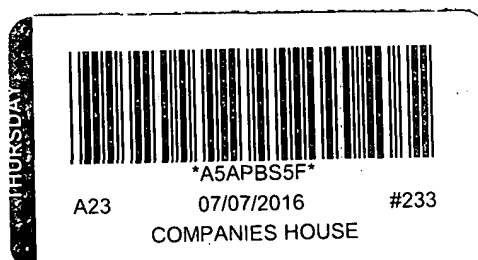


CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
ANNUAL REPORT AND FINANCIAL STATEMENTS

31 MARCH 2016

Charity Number 327805
Company Registration Number 2253521



CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

Reference and administration details of the Charity and its advisors

YEAR ENDED 31 MARCH 2016

Status

The Centre for Studies on Inclusive Education Limited is a company limited by guarantee incorporated on 9 May 1988 and a registered UK charity. The governing document is its Memorandum and Articles of Association.

Directors and Trustees

Jonathan Bartley	Chair
Gervase Leyden	until October 2015
Brigid Jackson-Dooley	
Sue Sanders	Secretary
Mark Jennett	
Malini Chib	

Registered Office

The Park Centre
Daventry Road
Knowle
Bristol
BS4 1DQ

Independent Examiner

Bristol Community Accountancy Project
The Park Centre
Daventry Road
Knowle
Bristol
BS4 1DQ

Bankers

Lloyds TSB	CAF Bank
39 Threadneedle Street	25 Kings Hill Avenue
London	Kings Hill
EC2R 8AU	West Malling
	Kent
	ME19 4JQ

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

Key Facts about CSIE

- Founded in 1982, CSIE has been at the forefront of developments in inclusive education for over 30 years.
- The Centre works to promote equality and eliminate discrimination in education for everyone regardless of age, ability, gender, gender identity, sexual orientation, culture/ethnicity, socioeconomic background, religion or belief.
- CSIE activities aim to raise public awareness and transform education, so that everyone can be safe, included and learning in schools. In addition to lobbying and campaigning activities, the Centre provides training & consultancy nationally and internationally and produces resources, some of which are used throughout the world.
- CSIE has a reputation for being at the cutting edge of educational change; staff are regularly invited to speak at conferences and other events, contribute to round table discussions or be interviewed by journalists about current issues on inclusive education.
- During the year under review CSIE activities continued to focus on disability and on LGBT (lesbian, gay, bisexual and trans) equality in education; in addition, collaborative work with schools has led to a new guide addressing all equality strands holistically.
- Significant CSIE achievements in recent years include:
 - i) publication in March 2015 of the pilot edition of *Equality: Making It Happen*, a practical and user-friendly guide to help schools advance equality and ensure everyone is safe, included and learning;
 - ii) the 2014 report on school placement Trends; this is the most recent issue in the ongoing (since 1988) CSIE series on school placement Trends, which is the only source of local authority comparative information on school placements for children who have statements of special educational needs;
 - iii) the 2012 collaborative production of a short film on the effects of homophobic bullying, which continues to be used in the training of Ofsted inspectors.
- In previous years CSIE had received substantial amounts of core funding; a large part of this ended in 2005 and the last regular grant came to an end in March 2013. The year under review was the third year in which CSIE received no core funding.
- CSIE continued to operate under reduced capacity throughout the year under review. It is anticipated that staffing levels will increase when income has been secured to allow this.
- In its 34 year history, CSIE has never employed more than three members of staff.
- CSIE is a registered charity (327805) and a registered company (2253521).

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

The Trustees present their report and the unaudited financial statements of the charity for the year ended 31st March 2016.

Reference and administrative information set out on page 1 forms part of this report. The financial statements have been prepared in accordance with the accounting policies set out in notes to the accounts and comply with the charity's governing document, the Charities Act 2011 and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard for Smaller Entities published on 16 July 2014.

Structure, Governance and Management

Organisational Structure:

The charity is under the overall control and direction of the Council of Trustees, who meet quarterly.

Recruitment, Appointment & Training of Trustees

Malini Chib was appointed to the CSIE Council of Trustees in March 2014. All other Trustees have served on the Council for a number of years: Gervase Leyden since February 2008, Brigid Jackson-Dooley since September 2009, Jonathan Bartley since November 2010 and Sue Sanders and Mark Jennett since November 2011. During the year under review CSIE mourned the sad loss of Gervase Leyden, tireless supporter of inclusive education and previous Chair of CSIE Council of Trustees, who passed away in October 2015.

Dame Philippa Russell, DBE, had been a Trustee since the formation of CSIE and retired from the CSIE Council in September 2008. In recognition of her significant contribution to the development of inclusive education, and to the work and development of the Centre over the years, she has taken on the role of Patron of CSIE.

All Trustees are required to retire at the Annual General Meeting and are eligible for re-election at that time.

All of the Trustees are experts in inclusive education in one way or another, with many additional skills and gifts to bring to the regular meetings and the progress of the Centre.

Objects and Activities

The Charity's objects are to advance the education of children and young people at risk of discrimination in the United Kingdom and abroad, by promoting public knowledge in all matters concerning inclusive education in mainstream primary and secondary schools, early years settings, colleges, higher education institutions and other educational settings. To do so in ways that promote equality, minimise discrimination and remove barriers to learning and participation for all children and young people irrespective of any differences, for example differences with regard to perceived ability, disability, socioeconomic background, gender identity, sexual orientation, ethnicity, religion or belief.

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During the year under review CSIE has continued to work with a variety of partners; key activities were:

- further developing materials for *"Equality: Making It Happen"*, CSIE's new guide for advancing equality in schools, working in close collaboration with schools and other key stakeholders;
- publishing *"Equality: Making It Happen"* in February 2016 and embarking on dissemination;
- delivering disability awareness workshops for pupils in primary and secondary schools;
- delivering a series of equality workshops for education practitioners;
- co-ordinating the ESAG national advisory group on Equality, Diversity and Inclusion;
- contributing to ELICITplus, the 3-year project to promote European Literacy and Citizenship;
- writing about equality and inclusive education in a range of media, for a diverse audience;
- delivering talks and presentations to a range of audiences nationally and internationally;
- contributing to ongoing law reform; and
- fundraising and pursuing financial sustainability.

Achievements and Performance

The information that follows is presented with reference to key priorities as identified in CSIE's Strategic Plan 2013 – 2016.

Key priority one: Supporting the development of inclusive practice in schools

• Equality: Making It Happen

CSIE's long awaited new equality guide was published in February 2016, following a constructive partnership with teachers' union NASUWT that sponsored the new guide, and continued collaboration with project schools that helped create the guide.

The pilot edition of *Equality: Making it Happen* had been published in March 2015 and distributed to schools and other key stakeholders. In spring and summer 2015 this was presented to a wide range of other audiences, including groups of head teachers, Bristol's Festival of Education and Norfolk's Essential SENCo Network Annual Conference.

During the year under review CSIE collected feedback on the pilot edition and further developed the materials, in close collaboration with project schools and with NASUWT. Feedback received has been overwhelmingly positive (for example: *"Stunning contribution"*; *"Excellent document, practical and useful"*; *"Brilliant"*; *"Very impressive"*; *"An absolutely amazing resource"*; and *"Very thought-provoking"*). 100% of respondents to the pilot believe that the new guide will improve school staff awareness of their equality legal duties. 100% also believe that it will increase staff and pupils' understanding of diversity and equality. 78.6% believe that the new guide will empower whole school communities to reduce all forms of prejudice-based bullying and become safer spaces for everyone. 85.8% of respondents would recommend *"Equality: Making It Happen"* to a colleague.

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TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

In the weeks since publication the new guide has been presented at the Zero Project Conference (see below), at LGBT History Festival events in Bristol and London, and at other local and national events. It has consistently attracted very strong interest from the sector, with comments such as: *"an absolutely amazing resource that is easy to use and extremely well designed"*; *"this should be part of every teacher's toolkit"*.

In February 2016 CSIE received an Innovative Practice Award from the Zero Project (www.zeroproject.org, for a world with zero barriers) for its initiative and collaborative work to create *Equality: Making It Happen*. CSIE director Artemi Sakellariadis travelled to Vienna, at the Zero Project's invitation, presented the new guide at the Zero Project Conference and received the award on behalf of everyone who has worked towards the guide.

At the end of the year under review CSIE is planning a range of events to celebrate the publication of *Equality: Making It Happen*, to disseminate it and help advance equality in schools. A launch conference is being organised for June 2016 and a series of equality workshops across the country are being planned, generously supported by Barclays Bank to whom CSIE remains grateful.

To date, CSIE has received numerous expressions of interest to translate and adapt *Equality: Making It Happen* for use in other countries, including 3 confirmed permission requests from the Netherlands, Chile and Brazil. Independent reviews are expected to appear in *Educational Psychology in Practice* and in the *British Journal of Special Education*. Relevant articles have appeared in a range of national publications, including in *Race Equality Teaching*, *Education for Everybody* and online *Inclusive Networks Magazine*.

This project was initially launched in March 2014 and had been designed in direct response to teachers' requests for a new succinct resource, expressed during focus group meetings held by CSIE in June 2013. From conception to publication, this project has been supported by the Big Lottery Fund, RTR Foundation and Bailey Thomas Trust, Molitor Charitable Trust, Reuben Foundation and teachers' union NASUWT, to all of whom CSIE remains grateful.

- **Equality workshops**

Following a successful crowdfunding campaign, CSIE delivered equality workshops in Bristol and Manchester in June 2015, framed around *Equality: Making It Happen*. A further two equality workshops were delivered at the NASUWT North West regional conference in Bolton in summer 2015. All workshops attracted overwhelmingly positive feedback, with comments such as:

"Excellent; experienced delivery, v good knowledge in the field of equality";
"Excellent speaker. Inclusive. Relevant info to use and be active. Inspiring";
"A lot of v practical and v useful information";
"Eloquent & informative presentation";
"Great";
"Excellent content and awareness of legal framework".

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- **Disability awareness workshops for pupils**

CSIE has recently developed a highly successful new strand of work, delivering disability awareness workshops for pupils in schools. This has been developed in response to the Equality and Human Rights Commission's recommendation that schools should do more to help pupils understand disabled people, the social model of disability and the prejudices disabled people face ("Out in the open", EHRC, 2012). During these workshops pupils are encouraged to explore the meanings behind words and notice how it can be subjective, for example in expressions of "normality" and "disability", and how the use and appropriateness of words can change over time. The workshops put forward disabled people's perspectives, through video clips or short extracts of selected writings, and encourage pupils to consider what disability is and how it arises, the difference between disability and impairment, and to reflect on similarities and differences between people and the relative weight these are given. Through various real life examples, pupils are helped to recognize common assumptions about disability and to understand how disabled people do things differently.

During the year under review these workshops reached more than 1,000 pupils in schools in Aberdeen, Bradford, Glasgow, Kent, Oxford, Stockport and Sunderland. For every workshop 95-100% of participants (pupils and staff) said that they found the workshop helpful. Some did not respond and a handful who said that they did not find it helpful, commented that it did not add to what they already knew. Some of the reasons pupils and staff gave for finding the workshops helpful were:

"It helped me understand that you shouldn't judge people by the way they look";
"It helped me see disability from a new perspective";
"Now I know that people can do things in a different way";
"I now respect people with disabilities. I wasn't bothered before but now I care"; and
"It made me think behind my thoughts on disabled people".

- **Equality, Diversity and Inclusion national advisory group**

The national advisory group on Equality, Diversity and Inclusion, set up in 2014 as part of the Expert Subject Advisory Groups (www.expertsubjectgroups.co.uk), continues to be chaired by CSIE director Artemi Sakellariadis. The group meets on a termly basis and, in its three meetings during the year under review, worked towards responding to proposed national professional teaching standards and on producing two information sheets: a) to encourage schools to embrace core values in their entirety, in light of the call to promote "fundamental British values"; and b) to invite schools to (re)consider what makes an inclusive classroom.

- **Consultancy**

CSIE is honoured to have been consulted by the Department of Education's Standards and Testing Agency on two separate occasions during the year under review. In October 2015 CSIE was invited to a panel advising the Standards and Testing Agency on how to make national curriculum tests as inclusive and accessible as possible. In March 2016 CSIE was invited to review a selection of texts which the Standards and Testing Agency is considering for future KS1 and KS2 English comprehension tests, and to comment on their suitability from the perspective of cultural and religious equality.

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- **Other resources**

- The second edition of *Special Educational Needs: A Guide for Inclusive Practice*, edited by L. Peer and G. Reid and published by SAGE as a key text for students in Initial Teacher Education, was published in February 2016. This includes *Inclusion and Special Educational Needs; a dialogic inquiry into controversial issues*, a chapter written by CSIE director Artemi Sakellariadis which offers a rationale for mainstream education for disabled children and young people.
- Prior to the year under review CSIE had produced, in collaboration with the University of Nottingham and Graphic Inclusion, a short animated video which continues to be available to view and download free of charge. *Special education revisited* presents an animated story of how schooling for disabled children has evolved over time and shows how separate schools came into being at a time when disabled people were thought to have no place in mainstream society. In doing so, it dispels the myth that separate "tailor-made provision" was created as a better option for disabled children. This free resource has continued to attract steady interest and, by the end of the year under review, had been viewed over 4,860 times. It is now also available on the CD of *Equality: Making it Happen*.

- **International work**

In June 2015 CSIE director Artemi Sakellariadis delivered keynote presentations in two conferences in Prague, one for school staff and parents, the other for senior education officers and policy makers. She addressed audiences of more than 300 people, speaking on the rationale of inclusion for all and routes towards more inclusive education, and was the only foreign contributor invited. The invitation, from popular Czech NGO People in Need, came with the recognition of CSIE "as an excellent professional platform with a deep knowledge of inclusive topics".

CSIE continued to contribute to ELICIT-plus, the EU-funded project with 24 partners from 13 countries which seeks to develop European Literacy and Citizenship. Inclusive education is central to this project and it is an honour for CSIE to be an invited partner, the only UK member, and to have its positive contribution singled out in project literature describing the project as "a co-operation between two networks, enriched with input by CSIE". The project is funded by the European Commission (2014-1-FR-01-KA200-002362) and was launched in Düsseldorf in October 2014. During the year under review, CSIE contributed to the project's third transnational meeting in Amsterdam in April 2015 and fourth transnational meeting in Cagliari, Italy, in February 2016. The project's first training event took place in Paris in October 2015 but CSIE could not be represented; a PowerPoint presentation had been sent in advance and "*Equality: Making it Happen*" was presented in CSIE's absence and attracted very positive feedback and expressions of interest for translations and adaptations.

CSIE has been invited to participate in a number of international collaborative projects and has been included in funding proposals submitted to the Europe for Citizens Program and in two Erasmus Plus projects, on developing a curriculum for inclusive classrooms for Initial Teacher Education and on developing guidelines for the deployment of teaching assistants.

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CSIE was also represented (at no cost to the Centre) at the International Congress of Qualitative Inquiry at the University of Illinois in May 2015.

- **Other talks and presentations**

In March 2016 CSIE delivered a keynote presentation at the Essex Inclusion Conference in Chelmsford. In April 2015 CSIE's director was interviewed for the IncluD-ed network and the interview has been published online (<http://goo.gl/8tkqTS>).

- **Information exchange**

The CSIE website continues to be developed as a means of sharing relevant news and information and as a forum for promoting CSIE's rationale of inclusion for all. In addition, CSIE has maintained an active online presence through the use of social media and attracts increasing numbers of "followers" from across the world on its pinterest, facebook and twitter accounts; at the end of the year under review, CSIE had 23,315 twitter followers.

- **Networking**

- In July 2015 Scope sought CSIE's views on their plans to develop more inclusive schools.
- CSIE was represented at the Anti-Bullying Charities Forum in London in October 2015, organised by the Ben Cohen Foundation.
- CSIE was a signatory in open letter initiated by the Accord coalition, making the case for diversity in faith Free Schools, which was reported in the Independent in January 2015.
- In March 2016 CSIE wrote to the Economic and Social Research Council in support of a new research project from the University of Exeter, on the effect of increased academisation on young people's learning and participation, at the researchers' request.
- Manchester Metropolitan University's Centre for Inclusive Education has invited CSIE to become a Strategic Partner.
- CSIE has been working in collaboration with the National Development Team for Inclusion (NDTi), In-Control, World of Inclusion, Alliance for Inclusive Education and Inclusive Solutions towards a one-day conference to bring together people who are working towards developing more inclusive education for disabled children. The event will be held in London on 20 June and is entitled "Where next for inclusion? From rhetoric to rights".
- New possibilities for collaboration continued to be explored throughout the year under review. Meetings have been held with representatives from a wide range of organisations (for example the British Council, Open Society Foundations, Unicef, scope, Back-Up Trust, Girguiding UK, Gendered Intelligence, Stonewall, Diversity Role Models) to exchange views on promoting equality in education and in the community, and to explore collaboration possibilities.

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

Key priority two: to contribute to the development and implementation of national policy and legislation.

- **Responses to consultations**

- In January 2016 CSIE responded to the Education Committee's inquiry into the purpose and quality of education in England. In its response, CSIE suggested that the primary function of education is to enable children and young people to become responsible and informed citizens, capable of sustaining happy and fulfilling lives for themselves and for others. It argued that, at a time when information has become easily and readily available, education's role needs to expand from a conventional learning of facts and skills organised around a range of curriculum subjects, to a more empowering set of life skills relevant as much to information processing as to interpersonal relationships and communication. CSIE's response highlighted concerns about the narrow focus of what the DfE calls "fundamental British values" and recommended that the Equality Act 2010 should be reflected in any framework used to evaluate the quality of education.

CSIE did not have capacity to respond to any other consultations during the year under review.

- **Special Educational Consortium (SEC)**

CSIE continues to be represented on SEC's steering group and, as of June 2015, its parliamentary group. During the year under review SEC had a demonstrable influence on a number of national developments. CSIE has played an important role in prompting dialogue within SEC groups and in articulating more clearly how inclusive education is understood.

Key priority three: to maintain and develop internal and external operations to help achieve CSIE's objectives.

- **Pursuing Financial sustainability**

The year under review was the third year in which CSIE received no core funding. Staff made extensive use of free advice offered to small charities and continued to seek ways to diversify CSIE's income streams. Funding applications for core and project funding continued to be submitted to a range of charitable trusts and foundations. In addition, efforts to complete work on *Equality: Making It Happen* were intensified, to ensure income from sales of resources is maximised and further possibilities for training and other related activities become possible. The *Friends of CSIE* scheme, originally set up in 2014, has been gradually developing and continues to be promoted through CSIE's contact lists, website and social media.

During the year under review funding has been received from the Reuben Foundation, teachers' union NASUWT, Barclays Bank and a private donor, to all of whom CSIE remains most grateful.

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

- **Staffing levels**

During the year under review CSIE continued to function under reduced capacity, employing only two members of staff. As a measure of comparison it is worth noting that, in its 34-year history, CSIE has never employed more than three members of staff. Staff contractual hours had previously been reduced to 1 day a week each, at both staff's own recommendation and with their full approval, as the final remaining means of reducing expenditure. Trustees note that the proposal had been willingly put forward by both members of staff, in the interest of seeing CSIE through a difficult period. CSIE director Artemi Sakellariadis has continued to work full-time, offering the remaining four days each week in a voluntary capacity, to ensure that CSIE continues to function effectively and remains able to honour its commitments.

- **Other**

During the course of the year Trustees reviewed CSIE's Debit Card Usage Policy, Environmental Policy, Equal Opportunities Policy, Expenses Policy, Health & Safety Policy, Induction Policy, Reserves Policy, and Safeguarding Policy.

Public benefit

In engaging in the above range of activities, which support the development of inclusive education for all, CSIE work stands to improve the education experiences and, ultimately, life chances of children and young people at risk of discrimination or exclusion; it also stands to improve the experiences of adults who are at risk of discrimination and are members, or potential members, of school or other learning communities. By encouraging schools and other educational settings to become responsive to the full diversity of people, CSIE work helps to ensure that children and young people can be safe, included and learning in schools and other educational settings. This is consistent with national policy stating aspirations of developing a more inclusive society.

Future plans

CSIE's top priority for the year ahead is to secure funding that will enable the Centre to deliver all planned activities.

In the year ahead CSIE looks forward to: sustaining links with other organisations and collaborating as appropriate; continuing to work with schools and community organisations to promote use of *Equality: Making It Happen* in this country and abroad; continuing to deliver disability equality workshops for pupils; establishing a series of equality workshops for educators; continuing ongoing involvement in the European ELICIT-PLUS project; continuing to respond to government consultations and invitations to speak at events or write for publication; and maintaining an online presence at the cutting edge of developments in inclusive education.

Funding permitting, CSIE also has plans to: publish a guide for parents on what current law says about inclusive education; offer a revised range of training packages for schools, local authorities, academy chains and community organisations wishing to advance equality;

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

modernise the CSIE website; undertake collaborative research on the way national legislation is put into practice; and publish revised editions of two CSIE resources (*Developing a single equality policy for your school: a CSIE guide* and *The Welcome Workbook: a self-review framework for expanding inclusive provision in your local authority*).

Organisational structure

The charity is under the overall control and direction of the Council of Trustees, who meet quarterly.

CSIE staff for the year under review were:

- Artemi Sakellariadis, director;
- Sarah Hobbs, administrator;

The Trustees delegate the day to day running of CSIE to Artemi Sakellariadis.

It is hoped to expand the number of staff as funding permits.

Financial position of CSIE

The Trustees can confirm that the assets of CSIE are available and adequate to fulfil the obligations of the charity at the present time. CSIE had net assets of £26,146 at 31 March 2016 of which £24,976 was held in general unrestricted funds. This figure is made up of £1,107 held in cash, £6,962 anticipated income (£18,179 anticipated receipts minus £11,217 anticipated payments) and £18,077 as stock of publications. Trustees are fully aware of the financial challenge CSIE has recently been facing; the Chair of Trustees has been in regular contact with CSIE's director and, together, they have been monitoring developments closely.

Reserves policy

The Trustees have established a policy whereby the unrestricted funds not committed or invested in tangible fixed assets ("the free reserves") held by the charity should be no more than six months of the overhead costs for the following year, which equates to £25,035 based on the budget approved for 2016-17. At this level, the Trustees feel that the current activities of the Charity can continue until new funding is secured.

At £24,976, the unrestricted free reserves (total unrestricted reserves less unrestricted fixed assets) at the year-end represent 99% of the target reserves of £25,035.

The reserves policy further states that, should CSIE's income become insufficient to support the charity's obligations and charitable activities, reserve funds may be used to supplement this and, therefore, avoid serious disruption to charitable work. Should the level of reserves fall below that equivalent to 3 months' coverage of expenditure, absolute priority will be given to fund-raising activities.

Reserve funds are held as cash in a high interest deposit account. In an attempt to maintain instant access while benefiting from high interest, currently this is at Charities Aid Foundation (CAF) Bank.

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TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

This policy is reviewed annually. It was last reviewed in March 2016 and will be reviewed again no later than March 2017.

Investment policy

The Trustees' policy on investments is to ensure the best return with interest payments while safeguarding the quality of the placement of funds.

Risk review

The Trustees have considered the possible major risks to the Charity and have established systems to mitigate these risks.

Independent Examination

A resolution to re-appoint Bristol Community Accountancy Project as the Charity's Independent Examiner will be proposed at the forthcoming Annual General Meeting.

Trustees' responsibilities in relation to the financial statements

The charity's Trustees are responsible for the preparation of the accounts in accordance with the terms of the Companies Act 2006 and the Charities Act 2011.

In particular, the Companies Act 2006 and charity law require the Board of Trustees to prepare financial statements for each financial year which give a true and fair view of the state of affairs of the charity as at the end of the financial year and of the surplus or deficit of the charity. In preparing those financial statements the Board is required to:-

- to prepare the accounts in accordance with United Kingdom Generally Accepted Accounting Practice (United Kingdom Accounting Standards and applicable law);
- select suitable accounting policies and then apply them consistently;
- make judgements and estimates that are reasonable and prudent; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charity will continue in business.
- state whether applicable accounting standards and statements of recommended practice have been followed, subject to any material departures disclosed and explained in the financial statements;

The Trustees are also responsible for maintaining adequate accounting records which disclose with reasonable accuracy at any time the financial position of the charity and which are sufficient to show and explain the charity's transactions and enable them to ensure that the financial statements comply with the Companies Act 2006 and comply with regulations made under the Charities Act. They are also responsible for safeguarding the assets of the charity and hence taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are also responsible for the contents of the Trustees' report, and the statutory responsibility of the Independent Examiner in relation to the Trustees' report is limited to examining the report and ensuring that, on the face of the report, there are no material inconsistencies with the figures disclosed in the financial statements.

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

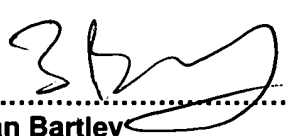
TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

Approval

The financial statements have been prepared implementing the Statement of Recommended Practice for Accounting and Reporting by Charities 2015 and in accordance with the Financial Reporting Standard for Smaller Entities 2015.

These accounts have been prepared in accordance with the provisions in Part 15 of the Companies Act 2006 applicable to companies' subject to the small companies' regime and with the Financial Reporting Standard for Smaller Entities (effective January 2015).

 7/6/16
.....
Jonathan Bartley
(Chair)

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

TRUSTEES REPORT

YEAR ENDED 31 MARCH 2016

I report on the accounts of the company for the year ended 31st March 2016 which are set out on pages 16 to 24.

Respective responsibilities of Trustees and Examiner

The Trustees (who are also the directors of the company for the purposes of company law) are responsible for the preparation of the accounts. The charity's Trustees consider that an audit is not required for this year under section 144(2) of the Charities Act 2011 (the 2011 Act), and that an independent examination is needed.

Having satisfied myself that the charity is not subject to audit under company law and is eligible for independent examination, it is my responsibility to:

- Examine the accounts under section 145 of the 2011 Act,
- To follow the procedures laid down in the General Directions given by the Charity Commission under section 145(5)(b) of the 2011 Act) and
- to state whether particular matters have come to my attention.

Basis of Independent Examiner's report

My examination was carried out in accordance with the general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from you as Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a 'true and fair view' and the report is limited to those matters set out in the statement below.

Independent Examiner's statement

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

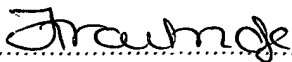
(1) which gives me reasonable cause to believe that in any material respect the requirements:

- to keep accounting records in accordance with section 386 of the Companies Act 2006; and
- to prepare accounts which accord with the accounting records, comply with the accounting requirements of section 396 of the Companies Act 2006 and with the methods and principles set out in the Statement of Recommended Practice: Accounting and Reporting by Charities (effective January 2015)

have not been met; or

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

Joanne Trowbridge MAAT



15/6/2016

Bristol Community Accountancy Project
The Park,
Daventry Road,
Knowle,
Bristol BS4 1DQ

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

STATEMENT OF FINANCIAL ACTIVITIES (Including Income and Expenditure Account)

YEAR ENDED 31 MARCH 2016

		Unrestricted Funds	Restricted Funds	Total Funds 2016	Total Funds 2015
	Note	£	£	£	£
Income and Endowments From:					
Donations and Legacies	2	20,998	20,188	41,186	10,627
Charitable Activities	3	8,577	-	8,577	12,484
Investments	4	-	-	-	16
Other	5	180	-	180	665
Total		29,755	20,188	49,943	23,792
Expenditure On:					
Raising Funds	6	3,710	-	3,710	3,969
Charitable Activities:	7				
Training & Information		19,109	19,018	38,127	47,120
Lobbying		3,400	-	3,400	3,635
Other	8	1,504	-	1,504	1,449
Total		27,723	19,018	46,741	56,173
Net income/(expenditure)	9	2,032	1,170	3,202	(32,381)
Transfers between funds		-	-	-	-
Net movement in funds		2,032	1,170	3,202	(32,381)
Reconciliation of Funds:					
Total funds brought forward		22,944	-	22,944	55,325
Total funds carried forward	15	24,976	1,170	26,146	22,944

The charity has no recognised gains or losses other than the results for the year as set out above.

All of the activities of the charity are classed as continuing

As required by paragraph 4.60 of the SORP, the brought forward and carried forward funds above have been agreed to the Balance Sheet.

The notes on pages 19 to 24 form part of these financial statements

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

STATEMENT OF FINANCIAL ACTIVITIES (Including Income and Expenditure Account)

YEAR ENDED 31 MARCH 2016

Analysis of prior year funds, as required by paragraph 4.2. of the SORP

	Prior Year Unrestricted Funds 2015 £	Prior Year Restricted Funds 2015 £	Prior Year Total Funds 2015 £
Income and Endowments From:			
Donations and Legacies	4,139	6,488	10,627
Charitable Activities	12,484	-	12,484
Investments	16	-	16
Other	665	-	665
Total	17,304	6,488	23,792
Expenditure On:			
Raising Funds	3,969	-	3,969
Charitable Activities			
<i>Training & Information</i>	11,875	35,245	47,120
<i>Lobbying</i>	3,635	-	3,635
Other	1,449	-	1,449
Total	20,928	35,245	56,173
Net income/(expenditure)	(3,624)	(28,757)	(32,381)
Transfers between funds	(918)	918	-
Net movement in funds	(4,542)	(27,839)	(32,381)
Reconciliation of Funds:			
Total funds brought forward	27,486	27,839	55,325
Total funds carried forward	22,944	-	22,944

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

BALANCE SHEET

YEAR ENDED 31 MARCH 2016

	Note	2016 £	2016 £	2015 £
Current assets				
Stock of publications	11	18,077		14,609
Trade debtors	12	18,179		4,832
Cash at bank -				
Lloyds TSB Current Account		51		151
CAF Accounts		1,056		4,653
<i>Total current assets</i>		<u>37,363</u>		<u>24,245</u>
Liabilities				
Creditors : Amounts falling due within one year	13	(11,217)		(1,301)
<i>Net Current assests or liabilities</i>			26,146	22,944
Total net assets or liabilities			<u>26,146</u>	<u>22,944</u>
The Funds of The Charity	15			
Restricted income funds		1,170		-
Unrestricted funds		24,976		22,944
<i>Total charity funds</i>			<u>26,146</u>	<u>22,944</u>

The directors are satisfied that the company is entitled to exemption from the provisions of the Companies Act 2006 (the Act) relating to the audit of the financial statements for the year by virtue of section 477, and that no member or members have requested an audit pursuant to section 476 of the Act.

The directors acknowledge their responsibilities for:

(i) ensuring that the company keeps proper accounting records which comply with section 386 of the Act, and

(ii) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its profit or loss for the financial year in accordance with the requirements of section 393, and which otherwise comply with the requirements of the Act relating to financial statements, so far as applicable to the company.

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

These financial statements were approved by the trustees on 07/06/2016 and are signed on their behalf by:



Jonathan Bartley - Chair



Brigid Jackson-Dooley -Trustee

All of the activities of the charity are classed as continuing

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 MARCH 2016

1 Accounting policies

- a) The accounts have been prepared on the accruals basis, under the historical cost convention, and in accordance with the Financial Reporting Standard for Smaller Entities' (effective January 2015) and 'The FRSSE Statement of Recommended Accounting Practice 2015', (The SORP 2015), and in accordance with all applicable law in the charity's jurisdiction of registration.

Under the SORP 2015, where there is no specific requirement to adopt a particular accounting requirement, a charity may follow their existing accounting policies provided that the policy and related disclosures made are consistent with accepted accounting practice. This charity has decided that the accounting policies set out below, which it followed prior to the SORP 2015, shall continue to be followed:-

- b) Income from donations is included incoming resources when these are receivable, except as follows:
- i) When donors specify that donations given to the charity must be used in future accounting periods, the income is deferred until those periods.
 - ii) When donors impose conditions which have to be fulfilled before the charity becomes entitled to use such income, the income is deferred until the pre-condition have been met.
- c) Resources expended are recognised in the period in which they are incurred. Resources expended include any attributable VAT which cannot be recovered.
- d) Most expenditure is directly attributable to specific activities, and have been included in those cost categories. Support cost relating to unrestricted activities have been allocated on the following basis, which is an estimate, based on staff time in the year, of the amount attributable to each activity.

Raising Funds	20%
Training and information	55%
Lobbying	20%
Other	5%

- e) Rentals applicable to operating lease agreements where substantially all of the benefits and risks of ownership remain with the lessor are charged against profits on a straight-line basis over the period of the lease.
- f) The company contributes to defined personal pension schemes maintained by staff. Contributions are charged to the year in which they relate.
- g) Depreciation is calculated so as to write off the cost of an asset in equal instalments over their estimated useful economic lives as follows:
- | |
|--|
| Website development - 3 years |
| Office furniture & equipment - 4 years |
- h) The stock of publications are valued by the trustees at the lower of cost and net realisable value.
- i) Unrestricted funds can be used in accordance with the charitable objects at the discretion of the trustees.
- j) Restricted funds can only be used for particular restricted purposes within the objects of the charity. Restrictions arise when specified by the donor or when funds are raised for particular restricted purposes.
- k) Donated services and facilities, that would otherwise have been purchased, shall be measured at the value to the charity.
-

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 MARCH 2016

Income and Endowments From:

2 Donations and Legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Grants and Donations:				
Small Donations	16,597	-	16,597	4,139
Other Income	601	-	601	192
In Kind Editing Costs	3,600	-	3,600	-
Trends Project:				
Tula Trust	-	-	-	1,000
Equality in Schools Project:				
Equality: Making it Happen	-	18,688	18,688	-
Other Income	-	-	-	2,677
Elicit Plus Project	-	-	-	2,619
Expert Subject Advisory Groups	200	1,500	1,700	-
	<u>20,998</u>	<u>20,188</u>	<u>41,186</u>	<u>10,627</u>

3 Charitable Activities

	Unrestricted Funds £	Restricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Sale of Resources	3,007	-	3,007	7,497
Conferences & Training	4,565	-	4,565	1,825
Consultancy	1,005	-	1,005	3,162
	<u>8,577</u>	<u>-</u>	<u>8,577</u>	<u>12,484</u>

4 Investments

	Unrestricted Funds £	Restricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Bank Interest	-	-	-	16
	<u>-</u>	<u>-</u>	<u>-</u>	<u>16</u>

5 Other

	Unrestricted Funds £	Restricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Royalties	180	-	180	665
	<u>180</u>	<u>-</u>	<u>180</u>	<u>665</u>

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED 31 MARCH 2016

Expenditure on:

6 Raising Funds	Unrestricted Funds £	Restricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Fund Raising Expenses	310	-	310	334
7 Charitable Activities	Unrestricted Funds £	Restricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Trends Project	-	-	-	5,422
Equality: Making it Happen	-	5,631	5,631	2,251
Elicit Plus	447	-	447	924
Expert Subject Advisory Groups	38	330	368	-
Training and Information:				
Production & Distribution Costs	556	1,466	2,022	4,287
Written off Obsolete Stock	8,629	-	8,629	-
Travel	90	-	90	50
	9,760	7,427	17,187	12,934
Staff Costs	5,569	11,545	17,114	31,785
Research Expenses	-	46	46	226
Conferences & Training	1,274	-	1,274	852
Networking	677	-	677	1,056
Accommodation	5,456	-	5,456	5,000
Post & Stationery	868	-	868	142
Sundry Costs	221	-	221	331
Website Costs	134	-	134	157
Information & Subscriptions	240	-	240	334
Bank Charges	158	-	158	136
Payroll Costs	368	-	368	398
Insurance	2,034	-	2,034	1,948
	16,999	11,591	28,590	42,365

Allocation of Unrestricted support costs

	2016 £	2015 £
Support Costs	(16,999)	(18,177)
Raising Funds	3,400	3,635
Training & Information	9,349	9,998
Lobbying	3,400	3,635
Other	850	909
	-	-

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED 31 MARCH 2016

8 Other

	Unrestricted Funds £	Restricted Funds £	Total Funds 2016 £	Total Funds 2015 £
Council Meetings	155	-	155	41
Independent Examiners Fees	499	-	499	499
	<u>654</u>	<u>-</u>	<u>654</u>	<u>540</u>

9 Net income/(Expenditure)for the year

This is stated after charging:

	2016 £	2015 £
Independent Examiners fee (inc. VAT)	<u>599</u>	<u>599</u>

10 Taxation

The charity is exempt from tax on income and gains falling within section 505 of the Taxes Act 1988 or section 252 of the Taxation of Chargeable Gains Act 1992 to the extent that these are applied to its charitable objects.

11 Stock of Publications

	£
Opening stock of publications	14,609
Cost of publications produced in 2015/16	9,963
In kind editing cost of publications produced in 2015/16	3,600
Written off obsolete stock	(8,629)
Closing stock of publications	<u>(18,077)</u>
Cost of publications sold in 2015/16	<u>1,466</u>

Production cost of publications sold in 2015/16 of £1466 has been shown within production & distribution costs (note 7). The production costs were incurred in previous years but are recognised as expenditure when publications are sold. Unsold stock of publications are held as an asset within the balance sheet.

12 Debtors

	2016 £	2015 £
Trade debtors	17,778	4,398
HMRC - PAYE	401	434
	<u>18,179</u>	<u>4,832</u>

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED 31 MARCH 2016

13 Creditors: amounts falling due within one year

	2016	2015
	£	£
Trade creditors	10,211	556
HMRC - VAT	507	246
Accruals - Independent Examination	499	499
	<u>11,217</u>	<u>1,301</u>

14 Staff Costs

	2016	2015
	£	£
Salaries	14,087	25,288
Social Security Costs	36	3,584
Pension Contributions	2,991	2,913
	<u>17,114</u>	<u>31,785</u>

Average number of persons employed during 2015/16

<u>2</u>	<u>2</u>
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There were no members of staff who received emoluments in excess of £60,000 per annum (2015 - Nil)

15 Analysis of Charitable Funds

	At			Transfers	At
	01-Apr	Incoming	Outgoing		31-Mar
	2015	resources	resources		2016
	£	£	£	£	£
Unrestricted funds					
General Funds	22,944	29,755	(27,723)	-	24,976
Total Unrestricted Funds	<u>22,944</u>	<u>29,755</u>	<u>(27,723)</u>	<u>-</u>	<u>24,976</u>
Restricted Funds					
ESAG EDI Group	-	1,500	(330)	-	1,170
Equality: Making it Happen	-	18,688	(18,688)	-	-
Total Restricted Funds	<u>-</u>	<u>20,188</u>	<u>(19,018)</u>	<u>-</u>	<u>1,170</u>
Total Funds	<u>22,944</u>	<u>49,943</u>	<u>(46,741)</u>	<u>-</u>	<u>26,146</u>

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED 31 MARCH 2016

16 Analysis of net assets between funds

	General Funds £	Restricted Funds £	Designated Funds £	Total Funds £
Cash at Bank and In Hand	18,014	1,170	-	19,184
Other Net Current Assets/Liabilities)	6,962	-	-	6,962
Total	24,976	1,170	-	26,146

17 Trustee expenses & Reimbursement

No trustees received any reimbursement in the year or previous years.

18 Company limited by guarantee

The company is limited by guarantee and as such has no issued share capital. In the event of the company being wound up the liability of the members is limited to £1 each.