CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

ANNUAL REPORT AND FINANCIAL STATEMENTS

31 MARCH 2017

Charity Number 327805
Company Registration Number 2253521

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CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

FINANCIAL STATEMENTS

YEAR ENDED 31 MARCH 2017

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CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

Reference and administration details of the Charity and its advisors

YEAR ENDED 31 MARCH 2017

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

Brigid Jackson-Dooley	Chair from June 2016
Jonathan Bartley	Chair until June 2016
Sue Sanders	Secretary
Mark Jennett	
Malini Chib	
Jo Palmer-Tweed	from March 2017

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
39 Threadneedle Street
London
EC2R 8AU

CAF Bank
25 Kings Hill Avenue
Kings Hill
West Malling
Kent
ME19 4JQ

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

TRUSTEES REPORT

YEAR ENDED 31 MARCH 2017

Key Facts about CSIE

- CSIE is a registered charity (327805) and a registered company (2253521).
- Founded in 1982, CSIE has been at the forefront of developments in inclusive education for 35 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 new activities continued to focus on equality holistically, while previously established activities focusing on disability and on LGBT (lesbian, gay, bisexual and trans) equality in education continued to be sustained.
- Significant CSIE achievements in recent years include:

  i) publication in February 2016 of *Equality: Making It Happen*, a practical and user-friendly guide to help schools reduce bullying, address prejudice and promote equality holistically;
  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 fourth 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 35-year history, CSIE has never employed more than three members of staff.

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

TRUSTEES REPORT

YEAR ENDED 31 MARCH 2017

The Trustees present their report and the unaudited financial statements of the charity for the year ended 31st March 2017.

Reference and administrative information set out on pages 2 & 3 form part of this report. The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015).

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

Jo Palmer-Tweed was appointed to the CSIE Council of Trustees in March 2017. All other Trustees have served on the Council for a number of years: Brigid Jackson-Dooley since September 2009, Jonathan Bartley since November 2010, Sue Sanders and Mark Jennett since November 2011, and Malini Chib since 2014.

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.

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

- launching *Equality: Making It Happen*, CSIE's new guide, at a national conference in London;
- delivering a series of equality workshops for education practitioners throughout the country;

- delivering disability awareness workshops for pupils in primary and secondary schools;
- embarking on a new line of work to support schools undertaking an equality audit;
- contributing to new European project on Improving Assistance in inclusive educational settings (IMAS);
- joining the Beit project, transforming heritage sites into educational platforms for dialogue;
- participating in ELICIT+, ongoing project to promote European Literacy & Citizenship;
- embarking on new research project on Widening Participation for disabled students;
- 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;
- co-ordinating the ESAG national advisory group on Equality, Diversity and Inclusion until July 2016; 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 2016 – 2019.

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

- **Equality: Making It Happen**
  In February 2016 CSIE had published *"Equality: Making It Happen – A guide to help schools ensure everyone is safe, included and learning"*, a succinct and user-friendly set of reference cards to help schools reduce bullying, address prejudice and promote equality holistically. It had been produced in close collaboration with primary and secondary schools, sponsored by teachers' union NASUWT and had won, in the month of its publication, an Innovative Practice Award from the Zero Project (www.zeroproject.org, for a world with zero barriers). During the year under review CSIE continued to disseminate and promote the guide.

  In June 2016, at the time of CSIE's 35th birthday, the Centre celebrated the launch of the new equality guide with a national conference in London; this was well attended and brought together teachers, senior leaders, teacher educators, and representatives from academia and third sector organisations. Presentations most highly praised by participants included the keynote from Professor Sheila Bennett of Brock University, Ontario, and presentations from Patrick Roach, Deputy General Secretary at NASUWT, a short film on inclusion at Emersons Green Primary School and a video presentation from a young person on their lived experience of dovetailing secondary school with a diagnosis and treatment for cancer. Delegates gave overwhelmingly positive feedback for the entire event, including that it was "excellent and inspiring", "well balanced" and "highly thought-provoking".

  During the year under review CSIE utilised as many opportunities as possible to promote *Equality: Making It Happen* at relevant events, for example having a stall at the UCET (the Universities Council for the Education of Teachers) Conference in Birmingham in November 2016 and has received invitations to have a stall at the NASUWT annual conference in Manchester in April 2017 and at the EAL and Equalities Conference at the University of the West of England (UWE) in May 2017.

  In July 2016 CSIE launched an online shop on the TES Global website, making available electronic copies of CSIE's most popular resources in their entirety or of selected extracts. Some of these are offered free of charge and others at just a fraction of the cost of hard

copies. During the year under review CSIE resources on this platform attracted over 1,000 views.

In September 2016 CSIE created a short film with the generous help of George Magner, a freelance film maker who his services free of charge. The 3-minute film presents *"Equality: Making It Happen"* and the impact the new guide has had on schools, as well as describing CSIE's intention to take this project one step further and create on online equality hub to be freely available to all schools. Plans for this have been put on hold until CSIE has adequate capacity to establish and maintain such an online space.

An independent review of *Equality: Making It Happen* was published in June 2016 in *Educational Psychology in Practice*, the professional journal of the Association for Educational Psychologists. The article described the guide as "very practical, with colour-coded sections and succinct guidance" and "well laid-out and easy to access – something that is invaluable to busy schools staff". Overall the guide is presented as a useful tool, making suggestions which are "eminently appropriate and respectful". The review specifically praises the information on Core (Fundamental) Values, pointing out that "it describes "British Values" as universal values and suggests that, when referring to Britishness, we must take care to avoid assumptions about ethnicity and/or cultural homogeneity – an important point in a resource about equality".

Equality: Making It Happen has also attracted considerable interest abroad. In May 2016 CSIE entered into a formal agreement with Chilean NGO *Focus*, granting it permission to translate the guide and adapt it for use in schools in Chile. By the end of the year under review the initial translation had been completed and pilot copies distributed to local schools willing to contribute to the adaptation. In January 2017 permission was formally granted for the guide to be translated and adapted for use in schools in Brazil. Expressions of interest for more translations and adaptations have been received from Greece, the Netherlands and Portugal.

- **Equality workshops**

  During the year under review CSIE delivered equality workshops for education practitioners throughout the country, generously supported by Barclays Bank and The Ben Cohen StandUp Foundation, to whom CSIE remains grateful. Workshops were delivered in Bristol, Cardiff, King's Lynn, Norwich, Leicester, Reading, Chorley and York and were attended by a total of 125 participants (an average of 16 participants per workshop; the smallest number of attendees was 6 and the largest was 54). Over and above helping schools fulfil their legal duties and introducing CSIE's new guide *Equality: Making It Happen* to a wider audience, the workshops were designed to be engaging and constructive, inviting practitioners to consider every aspect of equality and ensure that this is reflected in their day-to-day practice. Judging from participants' feedback, these workshops have been a resounding success. The overwhelming majority of participants said that they found the content excellent, useful, very interesting or thought-provoking, and the presentation well-paced, clear, concise, friendly and informal, tailored to the needs of the group, and with a good balance of discussion and listening. At the end of each workshop participants were invited to record their intentions for change in their own practice over a period of time. A small sample of participants' intentions is presented here as an indication of the workshops' impact:

  - Arrange training for staff re: equality
  - Ensure that my lesson plans include positive images of all protected characteristics
  - Investigate compliance with Equality legislation

- Think before speaking and to speak in a way where others will not feel invisible
- Audit the views of staff, children and Governors
- Discuss people as they, rather than he, she
- Contact Diversity officer to come into school again for 'Hate Crime' workshops
- Begin to include pictures of the protected characteristics in lesson materials.
- Share what I've learned with professionals in other schools
- A range of dressing up clothes for all genders in our role-play area
- Review equality policy, behaviour policy
- Deliver an assembly and make a display of hate crime and discrimination
- Find out how to get the support needed to teach pupils with learning difficulties and mental health issues
- Organise additional screen for visitors stating our commitment to Equality and theirs
- Use PHSE to discuss the similarities and differences in our class
- Organise a school council discussion about prejudice and discrimination in school

- **Disability awareness workshops for pupils**
  CSIE has been delivering disability awareness workshops for pupils since 2014. This strand of work 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 1,570 pupils in primary and secondary schools in Gainsborough, Cardiff, Lincoln, London, Derbyshire, Leicester, Kent, Glasgow, Surrey, Barnet, Hounslow and Cheshire. The workshops have once again been extremely well received: 95% of participants stated on anonymous feedback slips that they found the workshop helpful, mostly because it helped them better understand disability and the prejudices disabled people face. Indicative examples of pupils' feedback include:
  "I've learnt more about disability and see it in a different way";
  "It has opened my eyes on disability";
  "It makes me feel more comfortable around disabled people";
  "It made me not judge people by the way they look"; and
  "It extended my view on disabled people and what they can do. It was inspiring."

- **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), continued to be chaired by CSIE director Artemi Sakellariadis and remained active until July 2016 when co-ordination of all ESAG groups ceased. During the year under review the group's work focused on developing a short paper on what makes an inclusive classroom.

- **Research**
  CSIE has embarked, in partnership with a researcher from the University of Bristol, on a collaborative research project on Widening Participation for disabled students. This research has been commissioned by the University of Bristol and focuses on disabled students' perspectives on the support that the University provides, identifying what works well and what are some of the barriers in disabled students' learning and participation in all aspects of University life.

- **Consultancy**
  During the year under review CSIE received more invitations than it had capacity to respond to. CSIE was represented on a diversity panel in Oxford in December 2016, as part of a conference for trainee teachers, and received invitations to speak at an equality conference in Lancashire in June 2017, a conference in Prague in March 2018, and to deliver training for teachers in Portugal at a future date to be confirmed. CSIE was also invited to contribute to the Labour Party's review into SEND provision in England and to provide a speaker for a conference in Rennes, France, but did not have capacity to respond to these invitations.

- **Other resources**
  - The second edition of *Transforming the Role of the SENCO*, edited by F. & G. Hallet and published by the Open University Press as a key text for those participating in the 'National Award for SEN Co-ordination' programme, is due to be published in autumn 2017. This includes *The view from over here: perspectives of inclusion, disability and "special educational needs"*, a chapter previously written by CSIE director Artemi Sakellariadis and revised in August 2016.
  - A short article on *Equality: Making It Happen* was published in Race Equality Teaching in April 2016.
  - CSIE's director Artemi Sakellariadis wrote an article on equality & diversity, which was published in TES (previously known as the Times Educational Supplement) in August 2016.
  - CSIE has been working with the authors of two guides for education practitioners with a view to supporting the dissemination of these guides; the first is a guide for schools on supporting children who have cancer and their families, the other is an extensive guide on cyberbullying, for educators and families.
  - 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 6,000 times. It is now also available on the CD of *Equality: Making it Happen*.

- **Other talks and presentations**
  CSIE worked 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 conference was held in London on 20 June, entitled "Where next for inclusion? From rhetoric to rights", was well attended and attracted very positive feedback from attendees.

CSIE director Artemi Sakellariadis presented a paper on *Equality: Making It Happen* at the European Conference on Educational Research in Dublin in August 2016 and delivered a seminar for UWE masters students on 14 October 2016, a seminar for PGCE students on 13 February, and a lecture for 100 ITE students on 27 March 2017. She was also interviewed in April 2016 for a special issue of a Czech journal on the country's recent law changes for more inclusive education.

- **International work**
  - CSIE is proud to have been invited to contribute to a new one-year project on Improving Assistance in Inclusive Educational Settings (IMAS), which has secured European funding from the Erasmus+ programme (2016-1-AT01-KA202-016778). CSIE was represented in the project's launch meeting in Austria in November 2016 and its second meeting in Slovakia in March 2017. The IMAS project is led by the Austrian organisation Chance B and, in addition to CSIE, is joined by: Agency Vision (Bulgaria), ARCIL (Portugal), TENENET (Slovakia) and EASPD (Belgium). Collectively, the partners will consider the range of support available to disabled pupils in schools, and explore how best to support the learning and development of disabled pupils in ways which are consistent with the requirements of the UN convention on the Rights of Persons with Disabilities.
  - CSIE continued to contribute to ELICIT+, 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), was launched in Düsseldorf in October 2014 and is due to run until August 2017. During the year under review the project held transnational meetings in Bulgaria in September 2016 and in Romania in February 2017. CSIE did not have capacity to be represented at these meetings and continued to participate in the project through online contributions.
  - CSIE has been invited to become a partner in the Beit project, which secured European funding in July 2016 under the *Europe for Citizens* programme. The Beit Project seeks to transform heritage sites into educational platforms for dialogue and debate, linking History and contemporary issues to build a common future. It works towards raising young people's awareness among plurality and cultural diversity through the discovery and the interpretation of patrimonial places linked to the history of their city. The Beit project is due to host events in London in June 2017 and local schools will be invited to take part.
  - At the end of the year under review CSIE was included in proposals for two further European projects: a follow-up to the IMAS project mentioned above and a new collaborative project on Enhancing Practices of Inclusive Teaching in European Countries (EPITEC) where the lead applicant is the University of Marmara, Turkey. The outcome of these applications is expected to be announced in July 2017. CSIE was also invited, in November 2016, to contribute to a Strategic Partnership seeking European funding through the Erasmus+ programme, but did not have capacity to respond and, therefore, declined the invitation.

- **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 23,758 twitter followers.

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

- **Responses to consultations**
  CSIE did not have capacity to respond to any consultations during the year under review, other than contributing to those submitted by the collective voice of the Special Educational Consortium (see below).

- **Special Educational Consortium (SEC)**
  CSIE continues to be represented on SEC's steering group and 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 fourth year in which CSIE received no core funding. Staff made extensive use of free advice offered to small charities, for example NCVO webinar on pursuing financial sustainability in April 2016, 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. The *Friends of CSIE* scheme 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 Barclays Bank and the Ben Cohen StandUp Foundation, to both of whom CSIE remains most grateful. In addition, support-in-kind has been received from freelance film maker George Magner who volunteered his services in making a short film about *Equality: Making It Happen* and from Barclays Bank in providing a meeting room free of charge for CSIE Council meetings.

- **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 35-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**
  In September 2016 Trustees adopted CSIE's Strategy for 2016-19. 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. A new Employers' Pension Scheme has been set up, in line with government requirement.

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: further developing its new strand of work supporting schools to undertake an equality audit and prepare a plan of action; continuing to deliver disability awareness workshops for pupils; delivering a series of equality workshops for educators; continuing to work with schools and community organisations to promote use of *Equality: Making It Happen* in this country and abroad; resume work towards establishing and maintaining an online equality hub; continuing ongoing involvement in the European ELICIT+, IMAS and Beit projects; furthering ongoing research on Widening Participation for disabled students at the University of Bristol; sustaining links with other organisations and collaborating as appropriate; 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; 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 £23,037 at 31 March 2017 of which £16,312 was held in general unrestricted funds. This figure is made up of £6,284 held in cash, £(432) anticipated income (£1,876 anticipated receipts minus £2,308 anticipated payments) and £17,185 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 £23,997 based on the budget approved for 2017-18. At this level, the Trustees feel that the current activities of the Charity can continue until new funding is secured.

At £16,312, the unrestricted free reserves (total unrestricted reserves less unrestricted fixed assets) at the year end represent 68% of the target reserves of £23,997.

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.

This policy is reviewed annually. It was last reviewed in March 2017 and will be reviewed again no later than March 2018.

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;

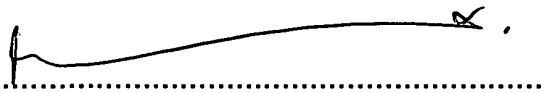
The Trustees are also responsible for maintaining adequate accounting records which disclose with reasonable accuracy at any time the financial position of the charity and which are sufficient to show and explain the charity's transactions and enable them to ensure that the financial statements comply 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.

Approval

The financial statements have been prepared implementing the Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (effective 1 January 2015).

These accounts have been prepared in accordance with the provisions applicable to small companies subject to the small companies' regime and in accordance with FRS102 SORP.



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Brigid Jackson-Dooley
(Chair)

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

INDEPENDENT EXAMINERS REPORT

YEAR ENDED 31 MARCH 2017

I report on the unaudited accounts for the year ended 31st March 2017 set out on pages 15 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.

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 section145(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 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 by 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 to indicate that:

- accounting records have not been kept in accordance with section 386 of the Companies Act 2006;
- the accounts do not accord with such records:
- where accounts are prepared on an accruals basis, whether they fail to comply with relevant accounting requirements under section 396 of the Companies Act 2006, or are not consistent with the Charities SORP (FRS 102)
- any matter which the examiner believes should be drawn to the attention of the reader to gain a proper understanding of the accounts.

Joanne Trowbridge MAAT
BCAP, The Park, Daventry Road
Knowle, Bristol, BS4 1DQ

.....Trowbridge..... Date.....21.6.17.....

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

STATEMENT OF FINANCIAL ACTIVITIES (Including Income and Expenditure Account)

YEAR ENDED 31 MARCH 2017

	Note	Unrestricted Funds	Restricted Funds	Total Funds 2017	Total Funds 2016
		£	£	£	£
Income and Endowments From:					
Donations and Legacies	3	2,973	18,638	21,611	41,186
Charitable Activities	4	12,712	-	12,712	8,577
Investments	5	-	-	-	-
Other	6	725	-	725	180
Total		16,410	18,638	35,048	49,943
Expenditure On:					
Raising Funds	7	6,111	-	6,111	3,710
Charitable Activities:	8				
Training & Information		16,370	13,083	29,453	38,127
Lobbying		1,003	-	1,003	3,400
Other	9	1,589	-	1,589	1,504
Total		25,074	13,083	38,157	46,741
Net income/(expenditure)	9	(8,664)	5,555	(3,109)	3,202
Transfers between funds		-	-	-	-
Net movement in funds		(8,664)	5,555	(3,109)	3,202
Reconciliation of Funds:					
Total funds brought forward		24,976	1,170	26,146	22,944
Total funds carried forward	15	16,312	6,725	23,037	26,146

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 4.67 of the SORP, the brought forward and carried forward funds above have been agreed to the Balance Sheet.

The notes on pages 18 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 2017

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

	Prior Year Unrestricted Funds 2016 £	Prior Year Restricted Funds 2016 £	Prior Year Total Funds 2016 £
Income and Endowments From:			
Donations and Legacies	20,998	20,188	41,186
Charitable Activities	8,577	-	8,577
Investments	-	-	-
Other	180	-	180
Total	29,755	20,188	49,943
Expenditure On:			
Raising Funds	3,710	-	3,710
Charitable Activities			
Training & Information	19,109	19,018	38,127
Lobbying	3,400	-	3,400
Other	1,504	-	1,504
Total	27,723	19,018	46,741
Net income/(expenditure)	2,032	1,170	3,202
Transfers between funds	-	-	-
Net movement in funds	2,032	1,170	3,202
Reconciliation of Funds:			
Total funds brought forward	22,944	-	22,944
Total funds carried forward	24,976	1,170	26,146

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

BALANCE SHEET

YEAR ENDED 31 MARCH 2017

	Note	2017 £	2017 £	2016 £
Current assets				
Stock of publications	**11**	17,185		18,077
Trade debtors	**12**	1,876		18,179
Cash at bank -				
Lloyds TSB Current Account		25		51
CAF Accounts		6,259		1,056
Total current assets		25,345		37,363
Liabilities				
Creditors : Amounts falling due within one year	**13**	(2,308)		(11,217)
Net Current assets or liabilities			23,037	26,146
Total net assets or liabilities			23,037	26,146
The Funds of The Charity	**15**			
Restricted income funds		6,725		1,170
Unrestricted funds		16,312		24,976
Total charity funds			23,037	26,146

The directors are satisfied that the company is entitled to exemption from audit under section 477 of the Companies Act 2006 relating to small companies.

Directors' responsibilities:

The members have not required the company to obtain an audit in accordance with section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for complying with the requirements of the Companies Act with respect to accounting records and the preparation of accounts.

These accounts have been prepared in accordance with the provisions applicable to small companies subject to the small companies' regime and in accordance with FRS102 SORP.

These financial statements were approved by the trustees on 20/06/2017 and are signed on their behalf by:

Brigid Jackson-Dooley - Chair

Mark Jennett -Trustee

All of the activities of the charity are classed as continuing

1 Basis of Preparation

a) These accounts have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant note(s) to these accounts.

The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014, the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) and with the Charities Act 2011.

b) Changes to the basis of preparation

The accounts for the previous year were prepared 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)

c) The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.

d) The charity meets the definition of a public benefit entity as defined by FRS 102.

2 Accounting Policies

a) Reconciliation with Previous Generally Accepted Accounting Practice

These are the charity's first financial statements to comply with the accounting policies required by FRS102 and the Charities SORP (FRS102). No adjustments or restatements

b) Income from donations is included in income 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) Expenditure is recognised in the period in which they are incurred. Expenditure is 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	30%
Training and information	60%
Lobbying	5%
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.

Income and Endowments From:

3 Donations and Legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £	Total Funds 2016 £
Grants and Donations:				
Small Donations	1,355	-	1,355	16,597
Other Income	1,419	-	1,419	601
In Kind Editing Costs	-	-	-	3,600
Equality: Making it Happen	199	4,580	4,779	18,688
Elicit + Project	-	3,052	3,052	-
IMAS Project	-	2,924	2,924	-
WP Project	-	8,000	8,000	-
Expert Subject Advisory Groups	-	82	82	1,700
	2,973	18,638	21,611	41,186

4 Charitable Activities

	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £	Total Funds 2016 £
Sale of Resources	2,935	-	2,935	3,007
Conferences & Training	9,777	-	9,777	4,565
Consultancy	-	-	-	1,005
	12,712	-	12,712	8,577

5 Investments

	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £	Total Funds 2016 £
Bank Interest	-	-	-	-
	-	-	-	-

6 Other

	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £	Total Funds 2016 £
Royalties	725	-	725	180
	725	-	725	180

Expenditure on:

7 Raising Funds	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £	Total Funds 2016 £
Fund Raising Expenses	91	-	91	310

8 Charitable Activities	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £	Total Funds 2016 £
Equality: Making it Happen	2,037	1,130	3,167	5,631
Elicit + Project	-	-	-	447
Expert Subject Advisory Groups	-	572	572	368
IMAS Project	-	516	516	-
Training and Information:				
Production & Distribution Costs	2,252	-	2,252	2,022
Written off Obsolete Stock	-	-	-	8,629
Travel	40	-	40	90
	4,329	2,218	6,547	17,187
Staff Costs	6,214	10,863	17,077	17,114
Research Expenses	-	-	-	46
Conferences & Training	2,485	-	2,485	1,274
Networking	139	-	139	677
Rent and Services	5,684	-	5,684	5,456
Post & Stationery & Telephone	66	-	66	868
Sundry Costs	117	2	119	221
Website Costs	84	-	84	134
IT Equipment	331	-	331	-
Information & Subscriptions	300	-	300	240
Bank Charges	150	-	150	158
Payroll Costs	416	-	416	368
Insurance	2,082	-	2,082	2,034
Bad Debt	2,000	-	2,000	-
	20,068	10,865	30,933	28,590

Allocation of Unrestricted support costs

	2017 £	2016 £
Support Costs	(20,068)	(16,999)
Raising Funds	6,020	3,400
Training & Information	12,041	9,349
Lobbying	1,003	3,400
Other	1,003	850
	-	-

9 Other

	Unrestricted Funds £	Restricted Funds £	Total Funds 2017 £	Total Funds 2016 £
Council Meetings	87	-	87	155
Independent Examiners Fees	499	-	499	499
	586	-	586	654

10 Net income/(Expenditure)for the year
This is stated after charging:

	2017 £	2016 £
Independent Examiners fee (inc. VAT)	599	599

11 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.

12 Stock of Publications

	£
Opening stock of publications	18,077
Cost of publications produced in 2016/17	-
Written off obsolete stock	-
Closing stock of publications	(17,185)
Cost of publications sold in 2016/17	892

Production cost of publications sold in 2016/17 of £892 (2016 £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.

13 Debtors

	2017 £	2016 £
Trade debtors	1,475	17,778
HMRC - PAYE	401	401
	1,876	18,179

14 Creditors: amounts falling due within one year

	2017	2016
	£	£
Trade creditors	640	10,211
HMRC - VAT	1,169	507
Accruals - Independent Examination	499	499
	2,308	11,217

15 Staff Costs

	2017	2016
	£	£
Salaries	14,086	14,087
Social Security Costs	-	36
Pension Contributions	2,991	2,991
	17,077	17,114

The average monthly head count was 2 staff (2016: 2 staff)

There were no members of staff who received emoluments in excess of £60,000 per annum (2016 - Nil)

16 Analysis of Charitable Funds

	At 01-Apr 2016	Incoming resources	Outgoing resources	Transfers	At 31-Mar 2017
	£	£	£	£	£
Unrestricted funds					
General Funds	24,976	16,410	(25,074)	-	16,312
Total Unrestricted Funds	24,976	16,410	(25,074)	-	16,312
Restricted Funds					
ESAG EDI Group	1,170	82	(1,174)	-	78
Equality: Making it Happen:					
Ben Cohen StandUp Foundation	-	4,580	(4,580)	-	-
IMAS Project	-	2,924	(2,924)	-	-
WP Project	-	8,000	(1,500)	-	6,500
Elicit + Project	-	3,052	(2,905)	-	147
Total Restricted Funds	1,170	18,638	(13,083)	-	6,725
Total Funds	26,146	35,048	(38,157)	-	23,037

17 Analysis of net assets between funds

	General Funds £	Restricted Funds £	Designated Funds £	Total Funds £
Cash at Bank and In Hand	16,744	6,725	-	23,469
Other Net Current Assets/Liabilities)	(432)	-	-	(432)
Total	16,312	6,725	-	23,037

18 Trustee expenses & Reimbursement

The charity trustees were not paid or received any other benefits from employment with the charity in the year (2016: £nil) neither were they reimbursed expenses during the year (2016: £nil). No charity trustee received payment for professional or other services supplied to the charity (2016: £nil).

19 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.