

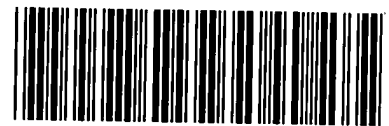
CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
ANNUAL REPORT AND FINANCIAL STATEMENTS

31 MARCH 2018

Charity Number 327805
Company Registration Number 02253521



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CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
FINANCIAL STATEMENTS
YEAR ENDED 31 MARCH 2018

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Reference and administration details of the Charity and its advisors

YEAR ENDED 31 MARCH 2018

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
Jonathan Bartley	Resigned 30 November 2017
Sue Sanders	Secretary
Mark Jennett	
Malini Chib	
Jo Palmer-Tweed	

Registered Office

The Park Centre
Daventry Road
Knowle
Bristol
BS4 1DQ

Independent Examiner

Joanne Trowbridge
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 2018

Key Facts about CSIE

- CSIE is a registered charity (327805) and registered company (02253521).
- 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 of *Equality: Making It Happen*, a practical and user-friendly guide to help schools reduce bullying, address prejudice and promote equality holistically;
 - ii) 2014 report on school placement Trends, the latest in the ongoing (since 1988) CSIE series and the only source of local authority comparative information on the proportion of children placed in special schools or other separate settings;
 - iii) collaborative production of a short film on the effects of homophobic bullying, which continues to be used in the training of Ofsted inspectors.
- CSIE had previously received substantial amounts of core funding; the last regular grant ended in March 2013. The year under review was the fifth 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 36-year history, CSIE has never employed more than three members of staff.

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The Trustees present their report and the unaudited financial statements of the charity for the year ended 31st March 2018.

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

With the exception of Jo Palmer-Tweed, who 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, Sue Sanders and Mark Jennett since November 2011, and Malini Chib since 2014. Jonathan Bartley had joined the Council of Trustees in November 2010 and had been Chair from September 2011 until June 2016; he had to step down from his role as Trustee in November 2017, shortly after being elected co-leader of the Green Party. CSIE remains grateful for his contribution to the Centre during the seven years he was in office.

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:

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- continuing to promote and disseminate *Equality: Making It Happen*, including sharing a glowing independent review of the toolkit;
- delivering a series of equality workshops for education practitioners throughout the country, including a new equality workshop for school leaders;
- delivering disability awareness workshops for over 1,000 pupils in primary and secondary schools and hearing that 96% found it helpful;
- establishing a new line of work to support schools undertaking an equality audit;
- contributing to the 1-year European project on Improving Assistance in inclusive educational settings (IMAS);
- contributing to ELICIT+, the 3-year project to promote European Literacy & Citizenship;
- undertaking collaborative research on Widening Participation for disabled students in higher education;
- 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; 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 schools to promote equality and reduce all forms of prejudice-based bullying and discrimination.

• **Resources**

During the year under review CSIE continued to disseminate and promote "*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. This toolkit had been produced in 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). Promotion and dissemination activities included articles in the German journal of European Education, the LGBT Consortium newsletter and The Network Newsletter, tackling social exclusion beyond education, as well as a presentation in July 2017 at a seminar organised by the Institute of Equality and Diversity Professionals and an invitation to present the guide at a Head Teachers' briefing at Derby City later in 2018. CSIE was also invited to have a stall at an English as an Additional Language (EAL) conference at the University of the West of England (UWE) in May 2017, at the Inclusion Conference in Suffolk in September 2017 and at the Lancashire Equality Conference in March 2018.

A very positive independent review of "*Equality: Making It Happen*" was published in the March issue of Nasen's magazine *Connect*, where the reviewer concluded that this is "an extremely accessible and valuable resource for any educational provider" which "should be on every school's bookshelf".

"*Equality: Making It Happen*" is in the process of being translated into Spanish, for use in Chile, and Portuguese, for use in Brazil. Expressions of interest were also received for a translation into Czech and Polish.

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Plans are underway to create an online equality hub to be made freely available to all schools. During the year under review CSIE resumed fundraising efforts for this project and pursued a collaboration with TES Global, exploring the possibility of the equality hub being hosted on this platform. The outcomes of funding applications is expected in spring and summer 2018.

CSIE had received requests for developing two new guides for schools, on cyberbullying and on responding to the needs of children and young people who have cancer. Both these projects remained on hold, as CSIE did not have capacity to engage with this work.

• Training

CSIE continued delivering equality workshops for education practitioners throughout the country, including a workshop for school staff in Aberdeenshire, Scotland. In addition, CSIE developed a new equality workshop for senior leaders of primary and secondary schools and delivered two workshops in Brighton in March, funded by the Goodall Foundation. Over and above helping schools fulfil their legal duties and introducing CSIE's 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. Overwhelmingly positive feedback was received from participants at all these events. 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:

- Be more proactive in identifying bullying about the 9 protected characteristics.
- Be more aware than I already am of differences.
- Appoint our new School Pupil Captains and Vice Captains on a genderless basis.
- Monitor my use of language and think more carefully about how I address pupils and discuss with them.
- Get the school to develop a disability awareness inclusion policy to reflect the pupils in school.
- Meet with faculties to discuss the CSIE materials and how to incorporate them into their departments.
- Think more positively.
- Carry forward the plans made with the Dept to address highlighted ways forward.
- Help other pupils to see that differences are not important. It is how we treat each other that matters.
- Challenge youngsters who are using inappropriate or discriminative language and try to help them understand why it is unacceptable.
- Try to raise awareness through groups of pupils by supporting pupils who are interested in equality.
- Ensure every Faculty has a copy of, and is making active reference to, the CSIE materials to improve knowledge and skills around disabilities and equalities.
- Review our policies & procedures in light of equalities together with vision & values.

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

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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 our disability awareness workshops reached 1,120 pupils in primary and secondary schools in Aberdeenshire, Clevedon, Kent, Manchester, Solihull and Southampton. The workshops have once again been extremely well received: 96% 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. Examples of pupils' feedback, and therefore an indication of impact, include:

"Now I know not to be afraid of disabled people."

"I am dyslexic and it was helpful to know that there are other people like me."

"It has taught me that we shouldn't ignore people who are different to us."

"Now I know not to judge someone by how they look."

"I have learnt that it doesn't matter if people look different you always care and respect."

"It helped me understand how important it is not to judge anyone"

"Inspiring - nan's disabled, understand her now"

"It has made me think about how I treat disabled people"

- **Equality Audits**

During the year under review CSIE piloted a new strand of work, supporting schools to undertake an equality audit and prepare a plan of action. A detailed report was submitted in May 2017 to a large secondary school in Newcastle and a secondary school in London requested an equality audit in February 2018. CSIE set up an online survey and completed survey responses were received from 281 students, 54 staff, 78 parents and 6 governors. CSIE summarised key points in a report sent to the school, alongside detailed lists of all the responses received.

- **Research**

CSIE had previously embarked on, and during the year under review concluded, a collaborative research project on Widening Participation for disabled students in higher education. This research had been commissioned by the University of Bristol, was conducted in partnership with a researcher from the University of Bristol and focused 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. During the year under review an online survey was carried out, followed by a series of interviews with students. The data was analysed and a draft report was submitted to the University in February 2018.

In July 2017 CSIE was invited to join the advisory panel of a research project exploring disabled pupils' voice, undertaken by researchers at the University of Manchester and Edinburgh and funded by the Economic and Social Research Council (ESRC).

In February 2018 CSIE was invited by Edge Hill University to take part in ongoing research on children's experiences of inclusion in schools. An application for a collaborative project had been drafted and is due to be submitted in June 2018.

CSIE re-established contact with researchers at the University of Exeter, in preparation for work on the next issue in the *Trends* series, the ongoing (since the 1980s) research on local

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authorities' school placement trends (i.e. the proportion of children and young people whom each local authority places in special schools or other separate settings). CSIE has been seeking funds for this project and work is ready to begin as soon as funding is secured.

- **Consultancy**

CSIE's director has been a regular contributor to inclusion panels organised by the Standards and Testing Agency (STA) of the Department for Education, reviewing materials for Maths and English tests at the end of Key Stage 1 and Key Stage 2.

CSIE has been invited to arrange a study visit for a representative of Inclusive Education and IEP Centre in Nigeria and has been invited to contribute to a new paper on health and physical capacity to teach, being developed by the National Association of School-Based Teacher Trainers (NASBTT).

- **Other resources**

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 7,000 times. It is now also available on the CD of *Equality: Making it Happen*.

- **Other talks and presentations**

CSIE director Artemi Sakellariadis spoke to UWE students in April 2017 and was invited to speak again in April 2018. She also spoke at an international conference in Most, Czech Republic, in March 2018, and represented CSIE at an International Education Conference held in Athens, Greece, in May 2017. CSIE Trustee Mark Jennett represented CSIE at the Institute of Equality and Diversity Professionals seminar in London in July 2017 and CSIE Trustee Jonathan Bartley represented CSIE at the Reclaiming Education Conference in London in November 2017.

- **International work**

The one-year project on Improving Assistance in Inclusive Educational Settings (IMAS), funded by the Erasmus+ programme of the European Union (2016-1-AT01-KA202-016778), concluded during the year under review. CSIE participated in a week-long activity in Graz in July 2017 and the closing meeting in Brussels in November 2017. The final report was submitted in January 2018. The IMAS project was led by the Austrian organisation Chance B and, in addition to CSIE, was joined by: Agency Vision (Bulgaria), ARCIL (Portugal), TENENET (Slovakia) and EASPD (Belgium). During the course of the project, partners considered the range of support available to disabled pupils in schools and established a common framework for scrutinising how assistance is organised so that disabled children are supported in ways which are consistent with the requirements of the UN Convention on the Rights of Persons with Disabilities (UNCRPD).

Another European project concluded during the year under review: the EU-funded project on European Literacy and CiTizenship (ELICIT+) with 24 partners from 13 countries. Inclusive education had been central to this project and CSIE remains honoured to have been an invited partner, the only UK partner, and to have its positive contribution singled out in project

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literature describing the project as "a co-operation between two networks, enriched with input by CSIE". This project had also been funded by the Erasmus+ programme of the European Commission (2014-1-FR-01-KA200-002362) and had been launched in Düsseldorf in October 2014. During the year under review the project held its final transnational meeting in Kecskemet, Hungary in June 2017, and CSIE's contribution included the production of guidelines on delivering inclusive training. The project concluded in August 2017.

CSIE has remained in contact with the organisers of the Beit project, which had 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 hosted events in London in June 2017, which CSIE did not have capacity to attend. CSIE was represented at a meeting in Paris in January 2018, to review progress and plan next steps.

At the end of the year under review CSIE was included in proposals for three further European projects: a follow-up to the IMAS project mentioned above, a new collaborative project on Enhancing Practices of Inclusive Teaching in European Countries (EPITEC) and a new project to European Policy Network for teachers and school leaders: the Sustainable Transformation of Educational Practices Initiative Network (STEP-IN). The outcome of these applications is expected to be announced in July 2018.

- **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. It was restructured during the year under review, to make information on a range of workshops more readily accessible and introduce information on equality audits. 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 23,592 twitter followers.

Key priority two: to contribute to the development and implementation of education law and policies focusing on promoting equality holistically.

- **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.

- **Networking**

During the year under review CSIE approached a number of other organisations working on equality in education and explored the possibility of joint work; for example plans for the collaborative production of a new information leaflet for parents on the new statutory framework, to replace CSIE's earlier leaflet on Assessments & Statements, are being

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explored with the Independent Panel for Special Educational Advice (IPSEA) and plans for the co-development of a new model for delivering Disability Awareness Workshops for Pupils are being explored with Diversity Role Models (DRM).

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 fifth 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. 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 The Goodall Foundation and The Reuben Foundation, to both of whom CSIE remains grateful. In addition, support-in-kind has been received from Barclays Bank in providing a meeting room free of charge for CSIE Council meetings up to and including January 2018.

- **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 36-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 February 2018 part of The Park Centre, including the CSIE office, was flooded, resulting in minimal losses and considerable disruption from the need to move into temporary accommodation.

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. The CSIE's Strategy 2016-19 was also reviewed in September 2017. CSIE continued to engage in preparations for the introduction of the new General Data Protection Regulations due to come into effect in May 2018.

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

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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; finalising the report on the research on Widening Participation for disabled students in higher education; 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: engage in new European projects if funding has been secured; undertake research towards the next in the *Trends* series, in collaboration with researchers at the University of Exeter; 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 £15,559 at 31 March 2018 of which £15,291 was held in general unrestricted funds. This figure is made up of £303 held in cash, £(477) anticipated income (£4,374 anticipated receipts minus £4,851 anticipated payments) and £15,733 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.

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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 £24,155 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 £15,291, the unrestricted free reserves (total unrestricted reserves less unrestricted fixed assets) at the year end represent 63% of the target reserves of £24,155.

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 2018 and will be reviewed again no later than March 2019.

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.

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- 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;

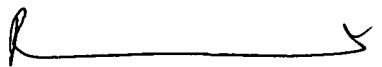
The Trustees are also responsible for maintaining adequate accounting records which disclose with reasonable accuracy at any time the financial position of the charity and which are sufficient to show and explain the charity's transactions and enable them to ensure that the financial statements comply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


.....
Brigid Jackson-Dooley
(Chair)

05/12/18

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

INDEPENDENT EXAMINERS REPORT

YEAR ENDED 31 MARCH 2018

I report on the unaudited accounts for the year ended 31st March 2018 set out on pages 15 to 24.

Respective responsibilities of trustees and examiner

As the charity's trustees of the Company (and also its directors for the purposes of company law) you are responsible for the preparation of the accounts in accordance with the requirements of the Companies Act 2006 ('the 2006 Act').

Having satisfied myself that the accounts of the Company are not required to be audited under Part 16 of the 2006 Act and are eligible for independent examination, I report in respect of my examination of your charity's accounts as carried out under section 145 of the Charities Act 2011 ('the 2011 Act'). In carrying out my examination I have followed the Directions given by the Charity Commission under section 145(5) (b) of the 2011 Act.

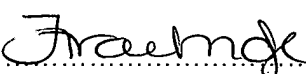
Independent examiner's statement

I have completed my examination. I confirm that no matters have come to my attention in connection with the examination giving me cause to believe:

- accounting records were not kept in respect of the Company as required by section 386 of the 2006 Act; or
- the accounts do not accord with those records; or
- the accounts do not comply with the accounting requirements of section 396 of the 2006 Act other than any requirement that the accounts give a 'true and fair view' which is not a matter considered as part of an independent examination; or
- the accounts have not been prepared in accordance with the methods and principles of the Statement of Recommended Practice for accounting and reporting by charities [applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102)].

I have no concerns and have come across no other matters in connection with the examination to which attention should be drawn in this report in order to enable a proper understanding of the accounts to be reached.

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

..........

Date..........

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

STATEMENT OF FINANCIAL ACTIVITIES (Including Income and Expenditure Account)

YEAR ENDED 31 MARCH 2018

		Unrestricted Funds	Restricted Funds	Total Funds 2018	Total Funds 2017
	Note	£	£	£	£
Income and Endowments From:					
Donations and Legacies	3	1,855	8,591	10,446	21,611
Charitable Activities	4	17,776	-	17,776	12,712
Other	5	273	-	273	725
Total		19,904	8,591	28,495	35,048
Expenditure On:					
Raising Funds	6	5,509	-	5,509	6,111
Charitable Activities	7	13,003	15,048	28,051	29,454
Lobbying		882	-	882	1,003
Other	8	1,531	-	1,531	1,589
Total		20,925	15,048	35,973	38,157
Net income/(expenditure)	9	(1,021)	(6,457)	(7,478)	(3,109)
Transfers between funds		15	(15)	-	-
Net movement in funds		(1,006)	(6,472)	(7,478)	(3,109)
Reconciliation of Funds:					
Total funds brought forward		16,312	6,725	23,037	26,146
Total funds carried forward	15	15,306	253	15,559	23,037

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 2018

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

	Prior Year Unrestricted Funds 2017 £	Prior Year Restricted Funds 2017 £	Prior Year Total Funds 2017 £
Income and Endowments From:			
Donations and Legacies	2,973	18,638	21,611
Charitable Activities	12,712	-	12,712
Investments	-	-	-
Other	725	-	725
Total	16,410	18,638	35,048
Expenditure On:			
Raising Funds	6,111	-	6,111
Charitable Activities	16,371	13,083	29,454
Lobbying	1,003	-	1,003
Other	1,589	-	1,589
Total	25,074	13,083	38,157
Net income/(expenditure)	(8,664)	5,555	(3,109)
Transfers between funds	-	-	-
Net movement in funds	(8,664)	5,555	(3,109)
Reconciliation of Funds:			
Total funds brought forward	24,976	1,170	26,146
Total funds carried forward	16,312	6,725	23,037

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

BALANCE SHEET

YEAR ENDED 31 MARCH 2018

	Note	2018 £	2018 £	2017 £
Current assets				
Stock of publications	11	15,733		17,185
Trade debtors	12	4,374		1,876
Cash at bank -				
Lloyds TSB Current Account		13		25
CAF Accounts		290		6,259
<i>Total current assets</i>		<u>20,410</u>		<u>25,345</u>
Liabilities				
Creditors : Amounts falling due within one year	13	(4,851)		(2,308)
<i>Net Current assets or liabilities</i>			<u>15,559</u>	<u>23,037</u>
<i>Total net assets or liabilities</i>			<u><u>15,559</u></u>	<u><u>23,037</u></u>
The Funds of The Charity	15			
Restricted income funds		253		6,725
Unrestricted funds		15,306		16,312
<i>Total charity funds</i>		<u></u>	<u><u>15,559</u></u>	<u><u>23,037</u></u>

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 05/12/18 and are signed on their behalf by:



Brigid Jackson-Dooley - Chair



Sue Sanders - 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 2018

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) The trustees consider that there are no material uncertainties about the charity's ability to continue as a going concern.
- c) The charity meets the definition of a public benefit entity as defined by FRS 102.

2 Accounting Policies

- a) 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.
- b) Expenditure is recognised in the period in which they are incurred. Expenditure includes any attributable VAT which cannot be recovered.
- c) 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%
Charitable Activities	60%
Lobbying	5%
Other	5%

- d) 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.
- e) The company contributes to defined personal pension schemes maintained by staff. Contributions are charged to the year in which they relate.
- f) The stock of publications are valued by the trustees at the lower of cost and net realisable value.
- g) Unrestricted funds can be used in accordance with the charitable objects at the discretion of the trustees.

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 MARCH 2018

- h) 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.
- i) Donated services and facilities, that would otherwise have been purchased, shall be measured at the value to the charity.
- j) The charity only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently recognised at amortised cost using the effective interest method.

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 MARCH 2018

Income and Endowments From:

3 Donations and Legacies

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £	Total Funds 2017 £
Grants and Donations:				
Small Donations	910	-	910	1,355
Other Income	945	-	945	1,419
Equality: Making it Happen	-	-	-	4,779
Elicit + Project	-	693	693	3,052
IMAS Project	-	3,342	3,342	2,924
WP Project	-	800	800	8,000
BEIT Project	-	100	100	-
In Kind Staff Project Time	-	3,656	3,656	-
Expert Subject Advisory Groups	-	-	-	82
	<u>1,855</u>	<u>8,591</u>	<u>10,446</u>	<u>21,611</u>

4 Charitable Activities

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £	Total Funds 2017 £
Sale of Resources	8,380	-	8,380	2,935
Conferences & Training	5,978	-	5,978	9,777
Consultancy	3,418	-	3,418	-
	<u>17,776</u>	<u>-</u>	<u>17,776</u>	<u>12,712</u>

5 Other

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £	Total Funds 2017 £
Royalties	273	-	273	725
	<u>273</u>	<u>-</u>	<u>273</u>	<u>725</u>

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED 31 MARCH 2018

Expenditure on:

6 Raising Funds	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £	Total Funds 2017 £
Fund Raising Expenses	216	-	216	91
7 Charitable Activities	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £	Total Funds 2017 £
Equality: Making it Happen	161	-	161	3,167
Elicit + Project	106	266	372	-
Beit Project Expense	-	85	85	-
Expert Subject Advisory Groups	-	-	-	572
IMAS Project	-	2,178	2,178	516
Widening Participation Expense	-	110	110	-
Production & Distribution Costs	2,151	-	2,151	2,252
	2,418	2,639	5,057	6,507
Staff Costs	8,395	12,409	20,804	17,077
Conferences & Training	1,136	-	1,136	2,525
Networking	-	-	-	139
Rent and Services	4,737	-	4,737	5,684
Post & Stationery & Telephone	16	-	16	66
Sundry Costs	34	-	34	119
Website Costs	90	-	90	84
IT Equipment	-	-	-	331
Information & Subscriptions	91	-	91	300
Bank Charges	286	-	286	150
Payroll Costs	419	-	419	416
Insurance	2,438	-	2,438	2,082
Bad Debt	-	-	-	2,000
	17,642	12,409	30,051	30,973

Restricted staff costs include In kind staff project time

Allocation of Unrestricted support costs

	2018 £	2017 £
Support Costs	(17,642)	(20,068)
Raising Funds	5,293	6,020
Charitable Activities	10,585	12,041
Lobbying	882	1,003
Other	882	1,003
	-	-

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED 31 MARCH 2018

8 Other

	Unrestricted Funds £	Restricted Funds £	Total Funds 2018 £	Total Funds 2017 £
Council Meetings	100	-	100	87
Independent Examiners Fees	549	-	549	499
	<u>649</u>	<u>-</u>	<u>649</u>	<u>586</u>

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

	2018 £	2017 £
Independent Examiners fee (inc. VAT)	<u>659</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	17,185
Closing stock of publications	<u>(15,733)</u>
Cost of publications sold in 2017/18	<u>1,452</u>

Production cost of publications sold in 2017/18 of £1,452 (2017: £892) 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

	2018 £	2017 £
Trade debtors	4,034	1,475
HMRC - PAYE	340	401
	<u>4,374</u>	<u>1,876</u>

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED 31 MARCH 2018

13 Creditors: amounts falling due within one year

	2018	2017
	£	£
Trade creditors	260	640
Staff loan	1,875	-
HMRC - VAT	2,167	1,169
Accruals - Independent Examination	549	499
	<u>4,851</u>	<u>2,308</u>

14 Staff Costs

	2018	2017
	£	£
Salaries	14,157	14,086
Social Security Costs	-	-
Pension Contributions	2,991	2,991
	<u>17,148</u>	<u>17,077</u>

The average monthly head count was 2 staff (2017: 2 staff)

There were no members of staff who received emoluments in excess of £60,000 per annum (2017 - Nil)

15 Analysis of Charitable Funds

	At 01-Apr 2017 £	Incoming resources £	Outgoing resources £	Transfers £	At 31-Mar 2018 £
Unrestricted funds					
General Funds	16,312	19,904	(20,925)	15	15,306
Total Unrestricted Funds	<u>16,312</u>	<u>19,904</u>	<u>(20,925)</u>	<u>15</u>	<u>15,306</u>
Restricted Funds					
ESAG EDI Group	78	-	-	-	78
BEIT Project	-	100	(85)	(15)	-
IMAS Project	-	3,342	(3,167)	-	175
WP Project	6,500	2,010	(8,510)	-	-
Elicit + Project	147	3,139	(3,286)	-	-
Total Restricted Funds	<u>6,725</u>	<u>8,591</u>	<u>(15,048)</u>	<u>(15)</u>	<u>253</u>
Total Funds	<u>23,037</u>	<u>28,495</u>	<u>(35,973)</u>	<u>-</u>	<u>15,559</u>

The balance of BEIT fund was transferred to general funds with the agreement of the BEIT Project

CENTRE FOR STUDIES ON INCLUSIVE EDUCATION LTD

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED 31 MARCH 2018

16 Analysis of net assets between funds

	General Funds £	Restricted Funds £	Designated Funds £	Total Funds £
Cash at Bank and In Hand	15,783	253	-	16,036
Other Net Current Assets/Liabilities	(477)	-	-	(477)
Total	15,306	253	-	15,559

17 Trustee expenses & Reimbursement

The charity trustees were not paid or received any other benefits from employment with the charity in the year (2017: £nil) neither were they reimbursed expenses during the year (2017: £nil). No charity trustee received payment for professional or other services supplied to the charity (2017: £nil).

18 Related party transactions

One staff member issued a short term loan to CSIE during the financial year which was repaid in 2018/19 (2017: £nil)

There were no other related party transactions during the year (2017: £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.