



Alliance for Inclusive Education



Annual Report 2019 - 2020

Allfie Staff and Trustees



Michelle Daley
Director



Gelila Tekle Mariam
Operations Support
Officer



Simone Aspis
Campaigns & Policy
Coordinator



Janet Mearns
Finance Officer



Jessica Cahill
Communications Officer
(resigned)



Justine Jones
Inclusion Champions
Development Worker



Lucia Bellini
Inclusion Champions
Development Worker



Armineh Sooreanian
Researcher



Navin Kikabhai
Chair



Sarifa Patel
Trustee, Vice Chair



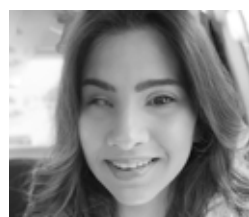
**Mohammed
Mohsan Ali**
Trustee, Treasurer



Miro Griffiths
Trustee



Anthony Ford
Trustee



Shamim Ali
Treasurer



Mike Lambert
Trustee



Joe Whittaker
Trustee



**Yewande
Akintelu-Omoniye**
Office Volunteer



Sabina Laher
Office Volunteer



Catherine Bebbington
Communications Officer

Chair's Report

Welcome to this year's Annual Report. I am immensely grateful that you have entrusted me as Chairperson of ALLFIE, and for this I thank you, and put this report to you. Last year I reported to you how education was being reshaped, and this year this segregating agenda has intensified. Almost everything has been dominated by the UK's exit from the European Union. Behind this, educational structural segregation has been causing havoc. Disabled Young people have and continue to be increasingly segregated through formal systems, without much legal redress to challenge the systemic structure that excludes them. Home schooling has been on the increase, and current Government thinking around segregated education is becoming normalised, without any real meaning commitment to the progressive realisation of inclusive education or to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and specifically to Article 24.

ALLIFE has continued to campaign and lobby for change. We have continued to explore working closer with organisations, related to our sustainability, secured some funding, highlighted failures in support services, and reported on the experiences of segregation amongst ethnic groups (intersectional issues). We also developed our manifesto for Inclusive Education, lobbied political parties on their position on inclusive education during the lead-up to the General Election, witnessed a significant increase in our social media presence, and our Schools Accessibility Plans research has now concluded which offers important insights.

I cannot emphasise enough how important this work is without acknowledging the dedication of ALLFIE staff, our Director who has brought a new energy and focus, funders and our members who continue to empower us to end the educational segregation of Disabled people.

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Looking ahead, we have more work to do in securing funding, working differently due to the early impact of COVID-19, and to increase our working across multiple and different ethnic groups. We will also need to continue to develop and build on our social media presence, create new working patterns, seek out opportunities, and continue to campaign to remove disability discrimination in education at every level, whether this is schools, apprenticeship schemes, colleges or universities. Our determination is, and always has been, the creation of an inclusive education system, in which all learners are welcome, without question, period!

Navin Kikabhai, ALLFIE Chairperson

Director's Report

It is strange having to look backwards but it is important to reflect on the previous year to make sense of and re-evaluate our work, both internal and external, to help set and achieve future objectives. This year once again presented many challenges, with the political agenda focused on Brexit, more cuts to Disabled people's support and services, the General Election and start of the Coronavirus (Covid-19) pandemic. Yet, we did not allow this to distract us from making 2019-20 a year of learning and impact, ambitiously looking towards future mobilisation of more voices involved in our work.

ALLFIE never ceases to be amazed by the support of all the staff, volunteers, trustees, members, allies and funders who help us achieve and remain committed to our principle: "educate, don't segregate". Thank you.

It gives me great pleasure to share our work highlights for the year 2019/20:

Michelle Daley, ALLFIE Director

• **ALLFIE's Inclusive Education Manifesto**

The General Election was held in December 2019, and the Labour Party launched their Disability manifesto: 'Breaking Down Barriers for Disabled people'. We were disappointed that none of the four main Parties made a commitment to making Inclusive Education a realisation. However, we took the opportunity to further involve our members to help us raise the profile of our revised manifesto and demands for inclusive education.

• ALLFIE's National Day of Action

In January 2020, we took the opportunity to increase the visibility of our work and respond to the voices of our supporters with our national 'Day of Action', comprising three separate events:

1. We presented our petition to Downing Street 'Don't shut Disabled people out of mainstream education' which received over 100k signatures.
2. We launched our research report: 'Accessibility Plans as Effective Tools for Inclusion in Schools, Are They Working?', which revealed how schools were using accessibility plans to drive Disabled children away.
3. We concluded by delivering our manifesto for Inclusive Education to the Department for Education.



• 'Being Seen, Being Heard'

In July 2019, we started this exciting joint, intergenerational project with RIPSTAR's, exploring the lived experience of Disability Rights Leaders and RIPSTARs. Outcomes of the project include to produce a graphic illustration of the findings to help change the narrative about Disabled people's contribution to society.



Visual minutes from 'Being Seen, Being Heard' workshop

- **Responding to Government Reports**

Throughout the year we wrote briefing responses to a series of appalling reports published by the Government, based on the failures in the support and services for Disabled children and young people. For example, the 'Timpson Review' on School Exclusion revealed the overlapping of racial and intersectional inequality for Disabled children and Young people in schools.

- **Special Educational Needs and Disability (SEND) Cuts National Campaign**

ALLFIE played a key role in supporting the SEND National Campaign which helped to raise the profile of the SEND cuts for Disabled children and Young people. In June 2019, we witnessed the landmark case 'Disabled children v Secretary of State for Education'. We were very disappointed that the outcome of the case confirmed the weakness of our Equality Act in achieving meaningful outcomes for Disabled people.



- **Reclaiming Our Futures Alliance (ROFA)**

ALLFIE's Director is a member of the International Committee 'Reclaiming Our Futures Alliance'. In June 2019, she attended the relaunch of the 'Commonwealth Disabled People's Forum' at the Conference of State Parties in New York which focused on the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). ROFA's attendance helped to inform and strengthen our work around the UNCRPD (on Article 24, Inclusive Education).

- **Covid-19 pandemic and Coronavirus Act**

In March 2020, we were faced with the Coronavirus pandemic, which led to the Government forcing the country into lockdown. ALLFIE used the opportunity to explore new ways of working to ensure we delivered on our project outcomes and engaged with our members through virtual communication.

The Government rapidly introduced the 'Coronavirus Act 2020' without engaging Disabled People's Organisations. The Act weakened Disabled people's rights due to the lockdown, social distancing, and changed the language in the legislation from "reasonable adjustments" to "reasonable endeavours". ALLFIE continued to actively respond to Government policies and legislation throughout lockdown to ensure that Disabled people's rights to mainstream education remained on the agenda.

Alliance for Inclusive Education **(a charitable company limited by guarantee)**

Report and Financial Statements **for the year ended 31 March 2020**

Report of the Council

Alliance for Inclusive Education Council members (who are trustees for the purposes of charity law) present their report along with the financial statements of the charity for the year ended 31 March 2020. This report also constitutes a directors' report as required by the Companies Act 2006 and has been prepared taking advantage of the exemptions conferred by Part 15 of this Act.

The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum & 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). The company has taken advantage of the exemption to not have to prepare a strategic report in accordance with "The Companies Act 2006 (Strategic Report and Directors' Report) Regulations 2013".

OUR PURPOSES AND ACTIVITIES

The objectives of the charity are to advance for the public benefit, irrespective of (physical, sensory, intellectual or emotional) impairment, age, gender, race, belief/religion, sexuality, social status, transgender, and any other protected characteristic, the ending of segregation of Disabled learners and those categorised as having 'special educational needs' from the mainstream education system in the UK (and the right to the education and inclusion of all learners within fully resourced mainstream educational settings).

The main activity of the charity continues to be lobbying for changes to legislation, policy and practices that discriminate against Disabled learners, including those with SEN labels, and that prevent inclusion. This involves campaigning work, capacity building with individuals and groups to create change at a grassroots level, training and information sharing work, fundraising for the core budget and engaging in new projects.

Objectives for the years 2017 – 20

- To promote a wider understanding of the benefits of inclusive education for all;
- To lead the lobby for change in legislation and policy to ensure inclusive education as a right for all;
- To build the capacity of the inclusive education movement to become a more effective voice of influence; and
- To ensure maximum effectiveness of ALLFIE and its future sustainability.

ACHIEVEMENTS AND PERFORMANCE 2019/20

Objective 1: To promote a wider understanding of the benefits of inclusive education for all

The incredible achievement of our report 'Accessibility Plans as Effective Tools for Inclusion in Schools, Are They Working?', revealed how schools were using these plans to drive Disabled children away. Our petition 'Don't shut Disabled people out of mainstream education' which received over 108,655 signatures, and also our Manifesto for Inclusive Education, helped us to accelerate our objectives. We were motivated by the people's voices to hold a Day of Action in January 2020, consisting of three events: hand in the petition to Downing Street; launch the accessibility plans report; and deliver the manifesto to the Department for Education, gaining us support from the media and Shadow Disability Minister, Marsha de Cordova. Michelle Daley, ALLFIE Director, was quoted by Disability News Services as saying: "Our manifesto is about challenging the deep-rooted systematic discrimination which unfairly locks Disabled pupils and students out of mainstream education."

We also contributed through our involvement on the International Committee, 'Reclaiming Our Futures Alliance'. Our Director attended the relaunch of the Commonwealth Disabled Peoples Forum at the Conference of States Parties in New York which focused on the United Nations Conventions of the Right of Persons with Disabilities (UNCRPD). The conference provided an array of information and learning based on what work is happening globally to achieve the 'UNCRPD' to help ALLFIE strengthen work under UNCRPD law (on Article 24, Inclusive Education).



ALLFIE delivering 108,655 signature petition to 10 Downing Street

In December's General Election, we compared the four main Parties manifesto's against ALLFIE's six manifesto demands for Inclusive Education. It was disappointing that none of these Parties made a commitment to making Inclusive Education a realisation, despite the Labour Party launching their manifesto for Disabled people, 'Breaking Down Barriers'.

Throughout the year we continued to make contributions to promoting a wider understanding of the benefits of Inclusive Education:

- ALLFIE was one of the key supporters of the SEND National Campaign (including crisis march and court case), to raise the issue of cuts to mainstream education and the denial of children's human rights.
- ALLFIE hosted 2 study visits which included an international study visit from Thailand with the 'Disability Department of Empowerment of Persons with Disabilities under the Ministry of Social Development and Human Security'. We also had a meeting with the Head of the Inclusion Team from the Department for International Development (DfID), to learn about our work.
- ALLFIE was invited to contribute at 2 international events including: European Network on Independent Living (ENIL) 'Freedom Drive' in Brussels.
- ALLFIE spoke / contributed to 15 events including 'Partners in Policy', 'UK Disability History Month' and 'Public Sector Equality Duty Reform Roundtable' with equality and discrimination experts'.
- ALLFIE visited 5 schools and colleges, including a school in Southend, to promote inclusive education - these have been reported in our Inclusion Now magazine.
- ALLFIE produced 7 short video's posted on Twitter for the General Election campaign, to engage our members and allies in signing up to support our Manifesto for Inclusive Education.



Armineh Sooreniah at the Accessibility Plans launch



Michelle Daley attends Conference of State Parties, New York

Objective 2: To lead the lobby for change in legislation and policy to ensure inclusive education as a right for all

It was a challenging year, in which the UK Government continued to be focused on Brexit, but did not provide any real assurance on securing inclusive education as a Human Right for Disabled People.

ALLFIE reported on the catalogue of damning reports published by the Government, to highlight the failures in support and services for Disabled children and Young people. This included the Local Government and Social Care Ombudsman report 'Not going to plan?' on Education, Health and Care plans. We reported on the lack of support for pupils with Special Educational Needs and Disabilities (SEND) in England; acknowledged the bias towards mainstream education; and demonstrated the estimated cost of £50k per child to attend a special school, and how less funding goes towards those children attending mainstream schools. There were disturbing findings reported in the 'Timpson Review of School Exclusion':

"Children with identified SEN accounted for 46.7% of all permanent exclusions and 44.9% of fixed period exclusions." This report also revealed racial and intersectional inequality, showing a Black boy with an education, health and care (EHC) plan from an under-resourced area having a 58% chance of being excluded from school.

ALLFIE was very disappointed with the verdict handed down by the 'Disabled children v Secretary of state for Education'. This case raised grave concerns about the weakness of our Law's to support and provide meaningful outcomes for Disabled people in the UK.

Other aspects of our work included:

- ALLFIE lobbied the 4 main party leaders to ask about their position on UNCRPD Article 24 (on Education)
- ALLFIE supported legal cases including: 'M.C. and others v. Romania, European Court on Human Rights,' and 'Disabled children v Secretary of State for Education'
- ALLFIE contributed to inquiries which included the EHRC inquiry on use of restraints on children in primary, secondary and special schools in England



ALLFIE at Court case

and Wales and Independent Living Stakeholder events

- ALLFIE responded to Government consultations including: SEND and Alternative Provision (AP): answering a call for evidence on the financial arrangements for children and Young people with SEND and those who need AP
- ALLFIE wrote briefings keeping members and supporters updated including on: the Education Committee's SEND report; the National Audit Office's report on SEN support in mainstream; the SEND Crisis Court Case and Day of Action.

Objective 3: To build the capacity of the inclusive education movement to become a more effective voice of influence

ALLFIE made positive waves through our 'Inclusion Champions Project' and our research report 'Accessibility Plan Effective Tool for Inclusion in Schools: Are They Working?', which produced 7 recommendations to help improve the progress and measures of Disabled Young people. Through the 'Inclusion Champions Project', the 'Inclusion Champions Network' worked with 20 London Disabled People's Organisations. We saw positive outcomes with 'Breaking Out the Bubble' and 'Bromley Experts by Experience' as they went on to secure funding to work with Disabled Young people. The 'Inclusion Champions Project' has resulted in our relationship building with Lambeth's SEND Commissioning Services.

We started 'Being Seen, Being Heard' a joint, intergenerational project with RIPSTAR's to look at lived experiences. We are sad to report the passing of Sean Mc Govern, a prominent Disability Rights Leader within the Disability Rights Movement. Sean was committed to seeing the success of the project due to his interest in the involvement of Young people within the Disability Rights Movement.

During the year ALLFIE was successful in securing funding from #iWill to deliver a 12 month project titled, 'Making Things Happen'. The project is aimed at Disabled young people aged 16 to 25 living in the London Borough of Lambeth. This funding will help to further strengthen the voices of Young people's involvement in our work.

There was also a significant improvement in our social media presence, including increased interaction with our Twitter page, and ALLFIE's website saw an 81.04% increase in the number of visitors to the e-hub.



ALLFIE worked with RIPSTARs, a group of Young Disabled people from Coventry

Our 'Inclusion Now' magazine, produced 3 times a year continues to be a successful communicate medium for sharing positive stories on inclusion. This is a joint partnership with 'Inclusion Solution' and 'World of Inclusion', continues to provide articles on promoting inclusive education, from personal experiences to policy updates.

The other products we produced included:

- Our 'Parents as Allies' Toolkit has session plans for understanding models of disability, disability rights and supporting decision making.
- A series of video's on law and inclusion including: The Children & Families Act, Models of Disability, Principles of Inclusion, and Equality Act.
- Our Realising Inclusive Education: Charter for Change part of the report; 'Making inclusion "normal": Comparing the development of inclusive education in Finland and New Brunswick, Canada'.

Objective 4: To ensure maximum effectiveness of ALLFIE and its future sustainability

We are pleased to announce that there has been an improvement in our income generation, which has come as a result of donations and grants.

In donations we raised £12,608. We received a grant of £80,000 from DSA QAG to support campaign work on higher education.

The total money generated through grants was £235,297. This included income from a successful application alongside #iWill's funding of £9,983 to increase the involvement of Disabled Young people in our work. The Esmeé Fairbairn Grant Plus programme commencing in October 2019, funded £15,000 to carry out exploratory work to look at ALLFIE's future sustainability. The 'Inclusion Champions project' has enabled us to continue the project through continuation funding of £109,700 for a further 2 years.

ALLFIE will take on board lessons learnt from the previous year to help build on our income generation and improve long term finances.

ALLFIE is committed to our promise on delivering outcomes to promote equality in education as a human right for all Disabled people and to strengthen and mobilise voices for a sustainable future.

Future Developments

Our strategic plan has been a useful tool in providing direction in making decisions, allocating resources and helping to determine our priorities for the future. For example:

- ALLFIE secured funding from #iWill for a 12 months project to work with Disabled Young people in the London Borough of Lambeth. This project integrates the core aspects of our work with the aim of strengthening the involvement and presence of the Disabled Young people involved in ALLFIE's general daily business.
- Funding from DSA-QAG, which is to be used to support the voices of Disabled people in higher education and a project plan will be produced next year.
- We have also secured the continuation of the 'Inclusion Champions Project' for a further 2 years, to focus on building on its previous successes.
- We have made positive progress with our social media and website presence, but still need to improve on our use of digital tools.

The success of our objectives and future development will require ALLFIE to:

- Make more progress on our virtual presence on social media
- Improve our involvement with Deaf people
- Build on our work incorporating race and intersectional experiences of Disabled people
- Increase ALLFIE's membership and our involvement with members
- Secure long-term funding and increase donations
- Increase partnership working on shared project ideas
- Build relationships, through the 'Inclusion Champions project' with commissioners and other professionals working within SEND and other children services
- Recruit new partners to support our 'Inclusion Now' magazine and recruit younger members to the editorial board
- Increase our relationships across the different movements to raise the profile of our work and increase the understanding of inclusive education for ALL
- Secure long-term funding to support Young people's voices for them to deliver their own projects and create new leaders to attain success for the future

ALLFIE's success and future has been achieved through the support and dedication of all our stakeholders, allies, partners, donors and funders, including using your networks to help us promote the messages of our work. You have helped us to raise the profile and promote the education of Disabled people as a human right, and progress the end of inequality in education for all learners.

Public benefit

The Charities Commission in its 'Charities and Public Benefit' Guidance requires that two key principles be met in order to show that an organisation's aims are for the public benefit: first, there must be an identifiable benefit and second, the benefit must be to the public or a section of the public. The Trustees confirm that they have referred to the Charities Commission's general guidance on public benefit when reviewing the Charity's Aims and Objectives.

Financial Review

The financial statements show that the charity had net income for the year of £104,079 (2018/19 – £9,078). At 31 March 2020 the charity had total funds of £190,862, of which £107,457 were restricted funds and £83,405 unrestricted funds.

The trustees can confirm that the assets of the company are available and adequate to fulfill the obligations of the company.

Principal Funding Sources

In 2019/20 ALLFIE continued to find it a challenge to secure funding for core aspects of our work. For the future we need to continue to find ways of using our current financial position and profile as a platform to secure additional core funding to support our work beyond the lifetime of current funding streams.

We are incredibly grateful to our funders and supporters for this year, which include the Esmée Fairbairn Foundation, Trust for London, City Bridge Trust, National Lottery Community Fund, Disability Research on Independent Living (DRILL), The London Community Foundation (IWILL), and Disabled Student Allowance Quality Assurance Group (DSA QAG).



ALLFIE also shows our appreciation to our membership for your continued support of our work through donations and membership fees. Throughout the year you have supported us beyond your donations at events, consultations and on social media.

2019/20 was a difficult year political and financially, but through the commitment of funders, donations and supporters working in solidarity to amplify ALLFIE's Principles and vision of an inclusive future for we are looking at a secure future.

Risk Management

The trustees have considered the possible major risks to the company and have established systems to mitigate these risks.

Reserves Policy

ALLFIE is committed to monitoring our finances to ensure they reflect our current financial situation. The trustees have adjusted the 'Reserves Policy' to hold unrestricted free reserves equivalent to between four and six months' total expenditure. This will allow the charity an increased period of time to respond and seek alternative funding and will help it to continue its activities and maintain its solvency during this period. Using total expenditure to calculate free reserves reflects that the charity's main activities are funded by restricted grants.

Based on 2020/21 expenditure gives a free reserves target of between £68,303 and £102,000. At £80,970, the unrestricted free reserves are on target.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Governing document

The Alliance for Inclusive Education is incorporated as a company limited by guarantee. The governing document is the Memorandum and Articles of Association. The Alliance for Inclusive Education is also a registered charity.

Recruitment and Appointment of Trustees

We are delighted that Disabled people remain a majority within the membership of the Council and as part of our recruitment policy we continue to seek new members who reflect a diverse community.

The commitment to Disabled people remaining in the leadership of ALLFIE is reflected in the company's governing document which states that the membership of the Council is required to maintain the ratio of Disabled to non-disabled directors at 60:40.

Under the requirements of the Memorandum and Articles of Association, Council members are elected for a period of three years after which they must be re-elected at the next AGM. The Council can elect to co-opt new members who will then be elected to full Council membership at the following AGM.



ALLFIE members, trustees and staff at Royal Courts of Justice

Trustee Induction and Training

As part of induction procedures ALLFIE invites proposed trustees to trustee board meetings, and to informal discussions about their interest and possible contribution. Once formally elected the new trustee is provided with an 'induction pack' which includes an audit skills check that documents the skills and experiences they bring to the charity. The pack also includes a form for information about any access requirements.

Organisational structure

The charity is under the overall control and direction of the Trustee Board who meet approximately every six weeks. Trustees delegate the day-to-day running of the company to the Chief Executive Officer. The current Director is Michelle Daley.

The Alliance for Inclusive Education staff are:

Michelle Daley, Director

Janet Mearns, Finance Officer

Gelila Tekle-Mariam, Operations Support Officer

Simone Aspis, Campaigns & Policy Co-ordinator

Lucia Bellini, Inclusion Champions Project Worker (resigned November 2019)

Justine Jones, Inclusion Champions Project Worker (commenced November 2019)

Jessica Cahill, Communications Officer (resigned October 2019)

Catherine Bebbington, Communications Officer (commenced November 2019)

Amineh Soorenia, Researcher (project ended February 2020)

Volunteers

This year ALLFIE's work has been supported by Yewande Akintelu-Omoniyi and Sabina Laher who are working with us on different areas of our campaigning work.

Related parties

The Alliance for Inclusive Education has a history of working collaboratively to achieve its objectives with multiple individuals and groups, from Disabled people, families, educational staff, national and international groups, officials and local authority staff, to individuals in public office. ALLFIE is a national organisation and works in partnership on policy development, developing resources, transforming attitudes, disseminating knowledge and understanding.

ALLFIE will continue to seek to work with existing and new partners that share the same principles of inclusive education. Our definition of inclusive education is based on ALLFIE's seven principles which evolved after considerable discussion with members and partners.

Our seven principles

- Diversity enriches and strengthens all communities
- All learners' different learning styles and achievements are equally valued, respected and celebrated by society
- All learners are enabled to fulfil their potential by taking into account individual requirements and needs
- Support is guaranteed and fully resourced across the whole learning experience
- All learners need friendship and support from people their own age
- All children and young people are educated together as equals in their local communities
- Inclusive education is incompatible with segregated provision both within and outside mainstream education

REFERENCE AND ADMINISTRATIVE INFORMATION

Charity name

Alliance for Inclusive Education

Charity number: 1124424

Company number: 5988026

Office and operational address

336 Brixton Road

London

SW9 7AA

Bankers

CAF Bank Ltd

25 Kings Hill Avenue

Kings Hill

West Malling

Kent ME19 4JQ

Lloyds Bank plc

125 Balham High Road

London SW12 9AT

Director

Michelle Daley

Council Members

Navin Kikabhai (Chair)

Sarifa Patel (Vice Chair)

Shamim Ali (Treasurer, appointed 11/09/19)

Joe Whittaker

Miro Griffiths

Mike Lambert

Mohammed Mohsan Ali

Anthony Ford

Independent Examiner

Burnside Chartered Accountants

61 Queen Square

Bristol

BS1 4JZ

TRUSTEES' RESPONSIBILITIES

The charity trustees (who are also the directors of Alliance for Inclusive Education for the purposes of company law) are responsible for preparing a trustees' annual report and financial statements in accordance with applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice).

Company law requires the charity trustees to prepare financial statements for each year which give a true and fair view of the state of affairs of the charity and of the incoming resources and application of resources, including the income and expenditure, of the charity for that period. In preparing the financial statements, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the charities SORP;
- make judgements and estimates that are reasonable and prudent;
- state whether applicable UK accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare financial statements on the going concern basis unless it is inappropriate to presume that the organisation will continue its activities.

The trustees are responsible for keeping proper accounting records that disclose with reasonable accuracy at any time the financial position of the charity and to enable them to ensure that the financial statements comply with the Companies Act 2006. 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 responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Statement as to disclosure to our independent examiner

In so far as the trustees are aware at the time of approving our trustees' annual report:

- there is no relevant information, being information needed by the independent examiner in connection with preparing their report, of which the independent examiner is unaware, and
- as the trustees of the charity we have taken all steps that ought to have been taken in order to make ourselves aware of any relevant audit information and to establish that the charity's independent examiner is aware of that information.

Approved by the Council on 16th September 2020 and signed on its behalf by:



Chair
16th September 2020

OUR FINANCES

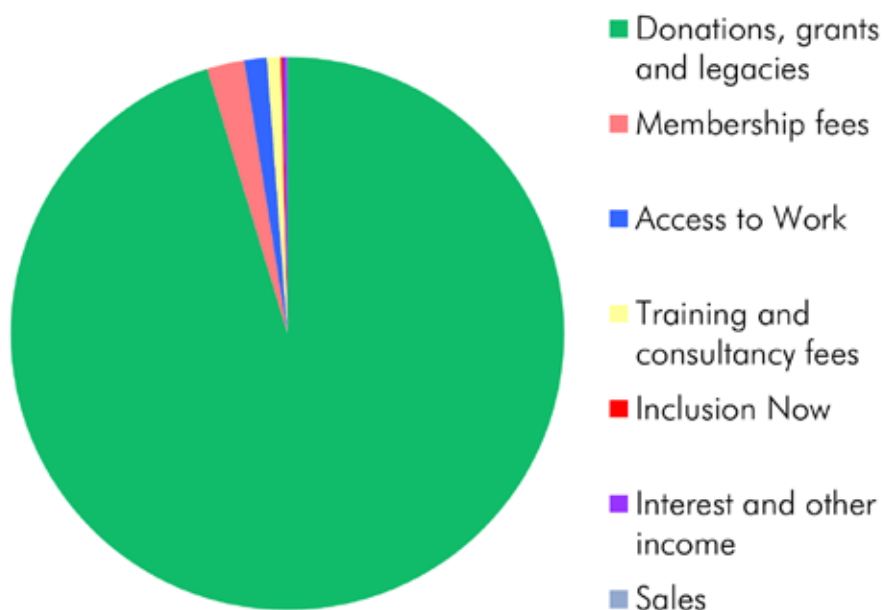
Statement of Financial Activities (incorporating the Income and Expenditure Account)

For the year ended March 31 2020

	2020 Unrestricted Funds £	2020 Restricted Funds £	2020 Total Funds £	2019 Total Funds £
Income				
Donations, grants and legacies	12,608	235, 297	247, 905	159, 240
Other income	12,198	-	12, 198	20, 995
Total Income	24,806	235, 297	260,103	180,235
Total Expenditure				
Charitable activities, capacity building and campaigning	12,579	142,815	155,394	171,157
Net income (expenditure)	12,227	92,482	104,709	9,078
Transfers between funds	(3,334)	3,334	-	-
Reconciliation of funds				
Total funds brought forward	74,512	11,641	86,153	77,075
Total funds carried forward	83,405	107,457	190,862	86,153

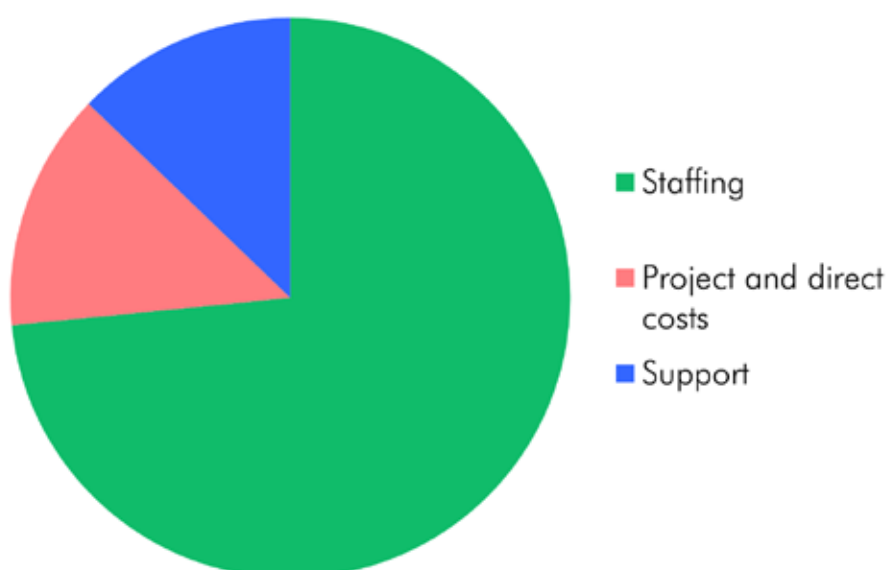
Income and Expenditure 2019/20

Income (£260,103)



Expenditure (£155,394)

100% of ALLFIE's expenditure pays for our campaigning and capacity-building work



Alliance for Inclusive Education
336 Brixton Road
London SW9 7AA

Tel: 020 7737 6030
Email: info@allfie.org.uk
Website: www.allfie.org.uk

A company limited by guarantee
Company No. 5988026
Charity No. 1124424

