



# 30

# YEARS

Alliance for  
Inclusive  
Education

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# ANNUAL REPORT 2020-21

## About ALLFIE

Thank you to our volunteers, supporters, partners and employees for supporting ALLFIE in 2020-21, and for the difference we will make together in the coming year.

The objectives of the charity remain, to end segregation of Disabled learners, and those categorised as having 'special educational needs', from mainstream education system in the UK

The main activity of the charity is lobbying for change 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.

## Contents

Chair's Report	3
Director's Report	5
Impact Report	8
Objectives	10
Resources	18
Who is ALLFIE	19
Financial Report	20
Annex	22

# Welcome

## From our Chairperson

Navin Kikabhai



**Welcome to another annual review, and what a year it has been! Who would have thought this year would bring such major changes and emerging concerns? That we would be responding to a global pandemic, alongside rising racial tensions following the murder of numerous Black individuals, including George Floyd, galvanising the anti-racist movement around the world in a series of protests.**

The UK government's response to the emergence of COVID-19 has been neglectful and devastating for Disabled people, leaving many abandoned and ignored. Disabled students at every level have struggled to assert their fundamental right to education. Schools, colleges, universities, councils, and Local Authorities have been complicit in the discrimination experienced by Disabled learners. Government policy has increasingly followed pro-segregationist and pro-market agendas, and even higher education provision now falls under the Consumer Rights Act 2015.

Given this context, a major challenge for ALLFIE's Board of Trustees during the pandemic and national lockdowns, has been enabling staff to work flexibly whilst continuing ALLFIE's important work. This year saw ALLFIE staff working from home, attending meetings remotely, delivering training online, and engaging in webinars and all things virtual. Amidst this hostile environment, we continued to network with allies and make connections with like-minded organisations. We also secured funding and grants for specific areas of work and renewed our strategic plan with new ideas and possibilities.

As usual there are too many activities to highlight in this brief report. However, an amazing milestone was ALLFIE's 30th birthday celebration. Our 30-year anniversary enabled us to reflect on our work influencing education policy and practice, and reconnect with many individuals we've supported, worked with, and learnt from. During the three-decade-long campaign for inclusion our unwavering call to action, to end segregated education, has remained and we have campaigned for successive governments to implement a fully developed and resourced inclusive education system. We were also prompted to consider future challenges and recognise that ALLFIE is as important now than in its past.

Another significant development has been the creation of ALLFIE's Disabled Black Lives Matter group, which has raised important critical questions about the effects of intersecting experiences that are often overlooked.

I would like to take this opportunity to acknowledge the continued dedication of ALLFIE staff, trustees, Director, volunteers, funders and members, who have been instrumental in enabling our work to end educational segregation of Disabled learners and those identified as having Special Educational Needs (SEND).

I want to acknowledge the contribution of Mohammed Mohsan, who resigned as trustee this year and welcome new trustees Sophia Kleanthous and Tasnim Hassan.

It seems incredible that 30 years have passed since ALLFIE started this important work. Yet we continue to have much to do, campaigning for social justice and our human rights, including in line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) Article 24, on education.

Sadly, the education system continues to damage many Disabled learners, and us all, because it entails multiple discriminations, that also cut across intersecting experiences.

**As we enter a new post-COVID and post-truth era, I am clear that ALLFIE will continue to have an important role in bringing about an end to the segregation of Disabled learners, and ensuring inclusive education becomes a reality.**

# Director's Report

Michelle Daley

**I begin this report by sharing my sincere gratitude to ALLFIE's Trustees, staff, volunteers, members and allies, for their commitment to our campaign and lobbying work for inclusive education, within mainstream settings, for ALL Disabled people.**



During the COVID-19 pandemic the Trustees invested in adjustments to ensure staff and members could remain connected and continue to deliver our objectives. ALLFIE offered training and support to staff, to adjust to remote work and ensure their well-being.

This year brought to the public's attention deep levels of injustice and inequality across all areas of service provision, policy and practice, as well as the government's failings during the pandemic. The brutal killing of George Floyd and other abuses raised further concerns for humanity.

The pandemic exposed a multitude of inequalities and injustices experienced by Disabled people, exacerbated by implementation of emergency Covid-19 law, policy and practice, that weakened our hard-fought rights. It will be noted as one of the most difficult years within our living history. ALLFIE saw, through our work, how the government's Covid legislation eroded Disabled people's limited rights to education, and further oppressed those from already under-resourced and disadvantaged communities. We saw repeated institutional and structural disablism across all government departments:

- Disabled people died at disproportionately higher number compared to the non-disabled population from Covid
- Medical criteria for 'do not resuscitate' on patients' records
- Removal of support and provision to access education
- Frameworks and measures put in place which denied Disabled people our rights under the UN Convention on the Rights of Persons with Disabilities, including Article 24 on education
- Government public announcements without BSL interpreters

ALLFIE remains committed to our vision for an inclusive education, to move towards an inclusive society for all. We know our goal can only be achieved through the support and dedication of stakeholders, allies, partners, donors and funders. During the year, you have supported ALLFIE to continue to raise our profile, engage new voices and strengthen our campaign to tackle disability inequality in education.

**It gives me great pleasure to share our work highlights for 2020/21**

1

## COVID Campaign

Our COVID campaign work revealed serious disruptions to many Disabled children, Young people and adult's education, including:

- Lack of access to in-person support and/or assistive equipment
- Inappropriate living environments
- Inaccessible learning material
- Parents being unable to assist their child with schoolwork, for example due to their own access needs.

In response to the pandemic, ALLFIE created COVID-19 updates and resources, which have proven invaluable in assisting Disabled students, teaching professionals and parents with their enquires. We have also continued to produce campaign briefings and responses to Parliament.

2

## Disabled Black Lives Matter (DBLM)

In 2020-21, ALLFIE set up the only Disabled Black Lives Matter group within a Disabled People's Organisation (DPO). This has encouraged and enabled us to address missing voices and strengthen our work on intersectionality. The group has emerged as a popular area of work, attracting new supporters to inclusive education. We have created a series of resources to help others strengthen their work on tackling intersectional oppression in Disabled people's experience.

3

## Young People projects

Disabled Young people told us that, during the pandemic, their voices have been ignored. Many experienced increased isolation and were further disadvantaged compared to their non-Disabled peers. Throughout the year, ALLFIE's project activities have supported Disabled Young people, to amplify their voice. They have:

- Taken up leadership roles, chaired groups and spoken at events
- Produced publications, blogs, articles and reports
- Delivered recommendations to shape policy and practice

We also concluded our School Accessibility Plans project report, which highlighted schools' failures to facilitate equality of access.

4

## Inclusion Now Magazine

ALLFIE's Inclusion Now magazine, published 3 times a year, remains a strong feature and excellent resource for promoting good inclusive policy and practice within mainstream education settings. Now in its 57th edition, it is a unique communications tool, highlighting important issues, shared experiences, and insights from Disabled people and their allies.

5

## E-Newsletter

This year we launched a bi-monthly newsletter, which has been a popular and excellent resource for keeping members and decision makers updated about our work on a more regular basis. Over the year, ALLFIE has also noticed a subsequent increase in membership sign ups and website visitors.

6

## Online events

ALLFIE successfully hosted two joint conferences with Sister Disabled Peoples Organisations (DPO) to promote Black History Month and International Women's Day. These events attracted over 300 people, and enabled us to reach a wider audience, promote our work and influence others to get involved in our campaign for inclusive education.

7

## Funding

Thanks to funding from the Esmeé Fairburn Foundation, ALLFIE was able to appoint a consultant to help with the development of our 5-year strategic plan. Over the year, ALLFIE successfully secured £226,037 funding, improving our finances and helping us to deliver impactful outcomes. Our goal for 2021 - 2022 is to secure longer-term funding to help us to deliver on our strategy plan and to build stronger voices.



# Our year in numbers

## Your impact in 2020/21

"ALLFIE continues to remain committed to our vision for an inclusive education, to move towards an inclusive society for all. We know that our goal can only be achieved through the support and dedication of stakeholders, allies, partners, donors and funders. During the year, you have supported ALLFIE to continue to raise our profile, engage new voices and strengthen our campaign to tackle disability inequality in education" Michelle Daley

### ALLFIE OBJECTIVES 2020-2025

- 1 Promote a wider understanding of the benefits of inclusive education for all
- 2 Lead the lobby for change in legislation and policy to ensure inclusive education as a right for all
- 3 Build the capacity of the inclusive education movement to become a more effective voice of influence
- 4 Ensure maximum effectiveness of ALLFIE and its future sustainability


### Capacity Building

 **1,300**  
people trained

**300+**  
events  
attendees



**35**  
Publications



**12**  
Speeches



**5 YEAR**  
Strategy

### Lobby for change



**19** Policies challenged  
through our lobbying work around  
legislation and policy

Education  
Submissions  
on law and policy **9**

**12**  
briefings



formed  
alliances **15**  
MPs

  
**30**  
YEARS  
inclusive education  
campaigning

### Finance

**£210,042**  
Income Generation  
from grants

### Communications

 **169,431**  
Website visitors

 **5.06%**  
increase from 2019

**2,316,841**  
social media hits on  
viral press release

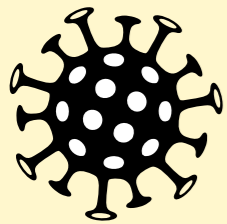
**6** National  
Media  
appearances

**3** Inclusion  
Now  
magazines

## Key objective 1

# Promote a wider understanding of the benefits of inclusive education for all

Despite the challenges that arose during the pandemic, ALLFIE maintained our commitment to promoting wider understanding of inclusive education in mainstream settings, as a human right for all Disabled people.



We set up a [Covid-19 campaigns page](https://bit.ly/3vAGugh) (<https://bit.ly/3vAGugh>) to respond to enquiries and help people to advocate for their rights to inclusive, mainstream education.

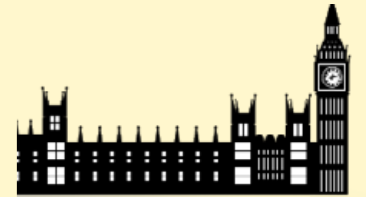


We estimate that we have built the skills of 1,300 people through workshops, conferences and events.



We were present in the media six times over the course of the year, including: BBC 1Xtra Radio Talk show interview on the [Disability Discrimination Act 25th anniversary](#); [Huffington Post interview](#) about making online learning accessible and virtual classrooms to Disabled students

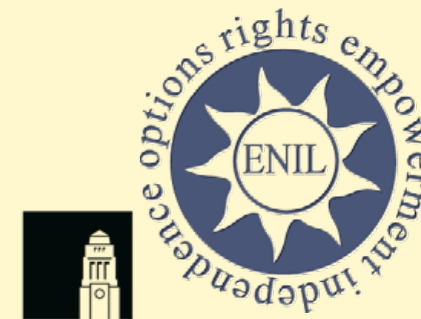
Our contributions to Parliament were recognised in a Parliamentary debate, '[Disabled Children: Accessible and Inclusive Education](#)' Volume 685: on 9 December 2020 by Dr Lisa Cameron: <https://bit.ly/3iQoGLq>



We engaged with 15 MPs, forming alliances to raise our agenda in Parliament, including Olivia Blake MP (APPG SEND Chair), Siobhain McDonagh MP, and Vicky Foxcroft MP (Shadow Minister for Disabled People)



Internationally, we collaborated with ENIL and Leeds University to advise on the exclusion of Disabled people in the Programme for International Student Assessment (PISA) exam



UNIVERSITY OF LEEDS

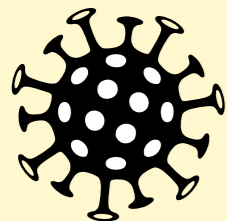
We acted, in solidarity, to support our Sister Disabled People's Organisations (DPOs), including to challenge the government on the [Disabled People's Organisations \(DPOs\) forum](#) ([Twitter post](#)), which does not address systematic, institutional and structural disablism.



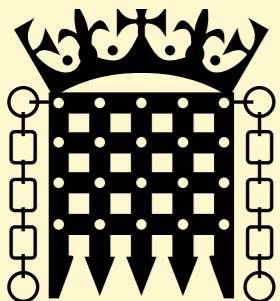
## Key objective 2

### Lead the lobby for change in legislation and policy to ensure inclusive education as a right for all

ALLFIE remains committed to empowering and educating the next generation, through challenging policy and decision makers. Our engagement, as disability rights activists, has been key to ensuring we use our voices as Disabled people to retain our human right to education. ALLFIE has shown solidarity with a range of movements over the course of the year. We have challenged 19 policies and made 9 submissions on education and other related issues, through our lobbying work around legislation and policy.



The Covid-19 pandemic amplified the deep levels of injustice and inequality in our society particularly in education and the intersect across other provisions.



In response to COVID-19, ALLFIE quickly reacted and accelerated our lobbying and campaigns work. We produced a series of monthly Covid-19 briefings in response to the [Coronavirus Bill](#) and [Coronavirus Act](#), outlining the impact on mainstream education for Disabled people. We also submitted evidence to numerous Parliamentary bodies and inquiries:

- [SEND All Party Parliamentary Group](https://bit.ly/3iT9GN0) (<https://bit.ly/3iT9GN0>)
- Women and Equalities Committee [Unequal impact? Coronavirus, disability and access to services](#)
- Joint Committee on Human Rights: [The Government's response to COVID-19: human rights implications](#)
- Education Select Committee [The impact of COVID-19 on education and children's services](#)
- We submitted a briefing to the Children's Commissioner
- We wrote a letter to the Secretary of State for Education outlining our concerns about the proposed suspensions to the Children and Families Act
- We made a submission on Vocational Qualifications to Ofqual
- We worked jointly with [Inclusion London](#) on their "Restate Disabled People's Rights – Scrap the Easements" campaign

The Centre for Social Justice (CSJ) Disability Commission is producing a submission for the Prime Minister's National Strategy for Disabled People, and requested to reference ALLFIE's School Accessibility Plan research in their report

We contributed to a roundtable hosted by Runnymede on UN Elimination of All forms of Racial Discrimination to ensure disability was included with the UN submission



## Key objective 3

### Build the capacity of the inclusive education movement to become a more effective voice of influence

ALLFIE was encouraged by our 30-year anniversary and vast experience of campaigning for inclusive education within mainstream settings, to continue leading. We have built skills to become a more effective voice within the inclusive education movement. We also influenced others to amplify their voices, which in turn helped accelerate and strengthen our campaign.



We effectively brought together virtual working, our website and social media platforms to influence voices during the Covid pandemic. We have increased our digital presence; during the year. This included 169,431 visits to our website in 2019-20, a 5.06% increase from the previous year, and 19,913 new visits to the website over the course of the year.



We produced 35 publications (including toolkits, articles, blog posts and reviews), delivered and contributed to 27 workshops, delivered 12 speeches. New digital tools, resources and briefings published on our website proved effective in responding to visitors' enquiries, empowering people to advocate for their rights, include:

- [Remote education tool](#): Covid-19-campaign-providing-remote-education-for-disabled-pupils/
- [Ofqual GCSE and A-Level Grading](#): Inequality for Disabled Students briefing
- [Our press release went viral](#): 'ALLFIE outraged as Government announces plan to create more special schools'
- ALLFIE's Director spoke at Action on Disability's 'International Day of Disabled People' event, attended by over 40 people

Michelle presented on 'Social Model of Disability - the changes that have occurred due to this and the impact that has been made in terms of right now and in the future.'

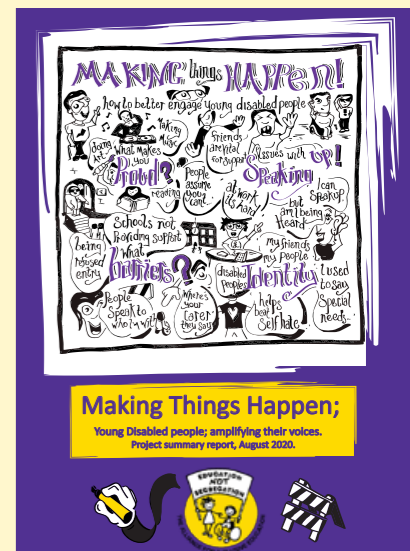
- We published and publicised ['Making Things Happen Project' report](#)

In solidarity with the Black Lives Matter movement, as a result of the brutal killing of George Floyd, we set up a [Disabled Black Lives Matter \(DBLM\) group](#). We remain the only DPO within the disability rights movement to have an established DBLM group to tackle racism within our work and the wider movement.

ofqual

action on disability

Life beyond barriers



IMAGINING BLACK DISABLED FUTURES  
WITHIN THE DISABILITY MOVEMENT

Look at the future  
and imagine what Black  
Disabled people within  
the Disability Movement  
thought it would look  
like today and  
tomorrow.

**29**  
**OCTOBER**  
6PM TO 7.30PM  
OPEN TO ROFA MEMBERS:  
UP TO 80 ATTENDEES

CELEBRATING BLACK HISTORY MONTH AND AMPLIFYING  
THE VOICES OF BLACK DISABLED PEOPLE

We have also supported work to address other areas of intersectionality, to amplify injustices against communities, such as LGBTQIA people, women and the Traveller community. Online webinar events we ran proved to be extremely well received and attended: 'Disabled Women on the Frontline' event, co-hosted in partnership with Sister of Frida and Inclusion London, had an attendance of 86 people; Co-hosted event with Inclusion London for Black History month, had 70 attendees.

**#ALLFIE30**

We produced a series of videos for our 30-year anniversary, including with ALLFIE founder Micheline Mason, to increase people's understanding and engagement in inclusive education within mainstream settings.



Disabled Young people told us how their experiences had been erased during the pandemic. We continue to empower Young Disabled people to use their voices within the disability rights movement to influence decision-makers, support other movements, and protect their human rights. We delivered the 'Being Seen, Being Heard' project, an intergenerational project with RIPSTARS, to produce a [toolkit for activism](https://bit.ly/3zCs9TN) (<https://bit.ly/3zCs9TN>).

## Key objective 4

### Ensure maximum effectiveness of ALLFIE and its future sustainability

ALLFIE remains committed to driving the sustainability of our future, which meets our vision of achieving inclusive education within mainstream settings, without compromising the rights of the future generation. During the year, this included:

Delivered on our promise to increase income and generate £15,939 through consultancy, donations and public speaking.

During the pandemic ALLFIE heavily invested in remote working, training and supporting staff to ensure that we can deliver on our goals to tackle disability injustice and inequality within education.

ALLFIE generated £210,042 income from grants, this included successful applications from City Bridge Trust (CBT), Esmeé Fairbairn Foundation (EFF), National Lottery Community Fund (NLCF), The London Community Foundation (IWILL and COVID-19), Disability Action (DPO COVID-19 NET Emergency Fund) and Disabled Student Allowance Quality Assurance Group (DSA QAG).

#### Future Developments:

Thanks to the Esmeé Fairbairn Foundation, ALLFIE was able to commission a consultant to help revise our strategic plan for the next five to ten years. Our goal is to secure long-term funding and deliver on the outcomes of our revised strategic plan to ensure the sustainability and future of ALLFIE's work over the next five to ten years. This in turn will strengthen our future work campaigning for change in UK education law. ALLFIE's key strategic priorities moving forward are outlined in our [Strategy Summary 2021](#)

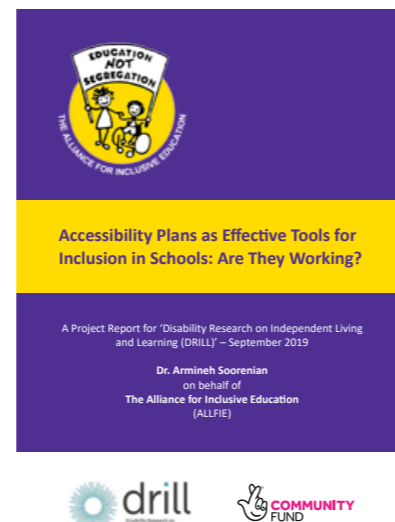
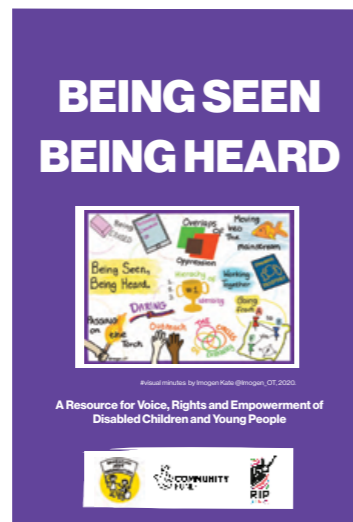
# Inclusive Education resources

## Inclusion Now Magazine



[www.allfie.org.uk/news/inclusion-now/](http://www.allfie.org.uk/news/inclusion-now/)

## Reports



[www.allfie.org.uk/resources/](http://www.allfie.org.uk/resources/)

## Presentations



[www.allfie.org.uk/inclusion-resources/impact-of-sexism-on-black-disabled-women-and-girls/](http://www.allfie.org.uk/inclusion-resources/impact-of-sexism-on-black-disabled-women-and-girls/)

# Who we are

## The Alliance for Inclusive Education staff 2020-21 were:

Michelle Daley, Director

Janet Mearns, Finance Officer

Gelila Tekle-Mariam, Governance Support Officer

Simone Aspis, Campaigns & Policy Co-ordinator

Justine Jones, Inclusion Champions Development Worker

Catherine Bebbington, Communications Officer

Armineh Sooreanian, 'Our Voice' Project Co-ordinator

Saifur Valli, Operations and Digital Officer

## Volunteers

This year ALLFIE's work has been supported by 18 volunteers who are working with us on different areas of our inclusion champion and campaigning work.

## Council Members:

Navin Kikabhai (Chair)

Sarifa Patel (Vice Chair)

Shamim Ali (Treasurer)

Joe Whittaker

Miro Griffiths

Mike Lambert

Anthony Ford

Mohammed Mohsan Ali : resigned on 22.10.2020

Sophia Anna Kleanthous: Co-Opted on 28.01.2021

Tasnim Hassan: Co-Opted on 28.01.2021

## Independent Examiner

Burnside Chartered Accountants

61 Queen Square

Bristol

BS1 4JZ

# Our Finances

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

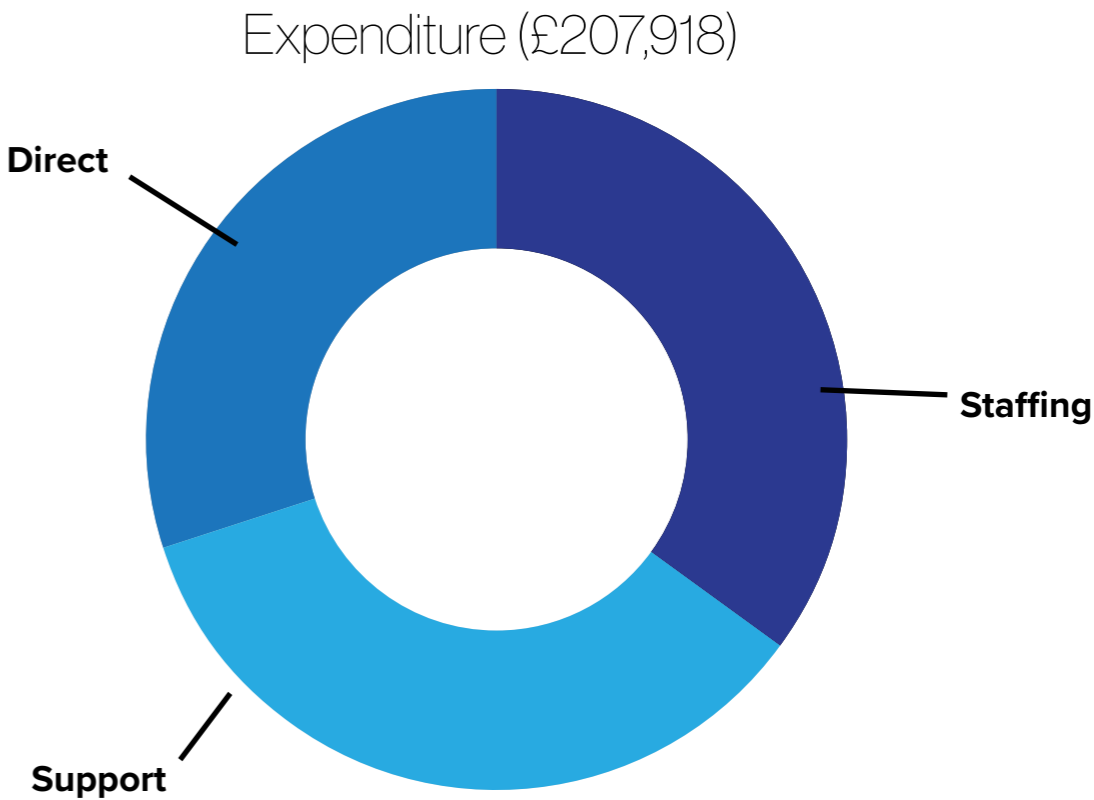
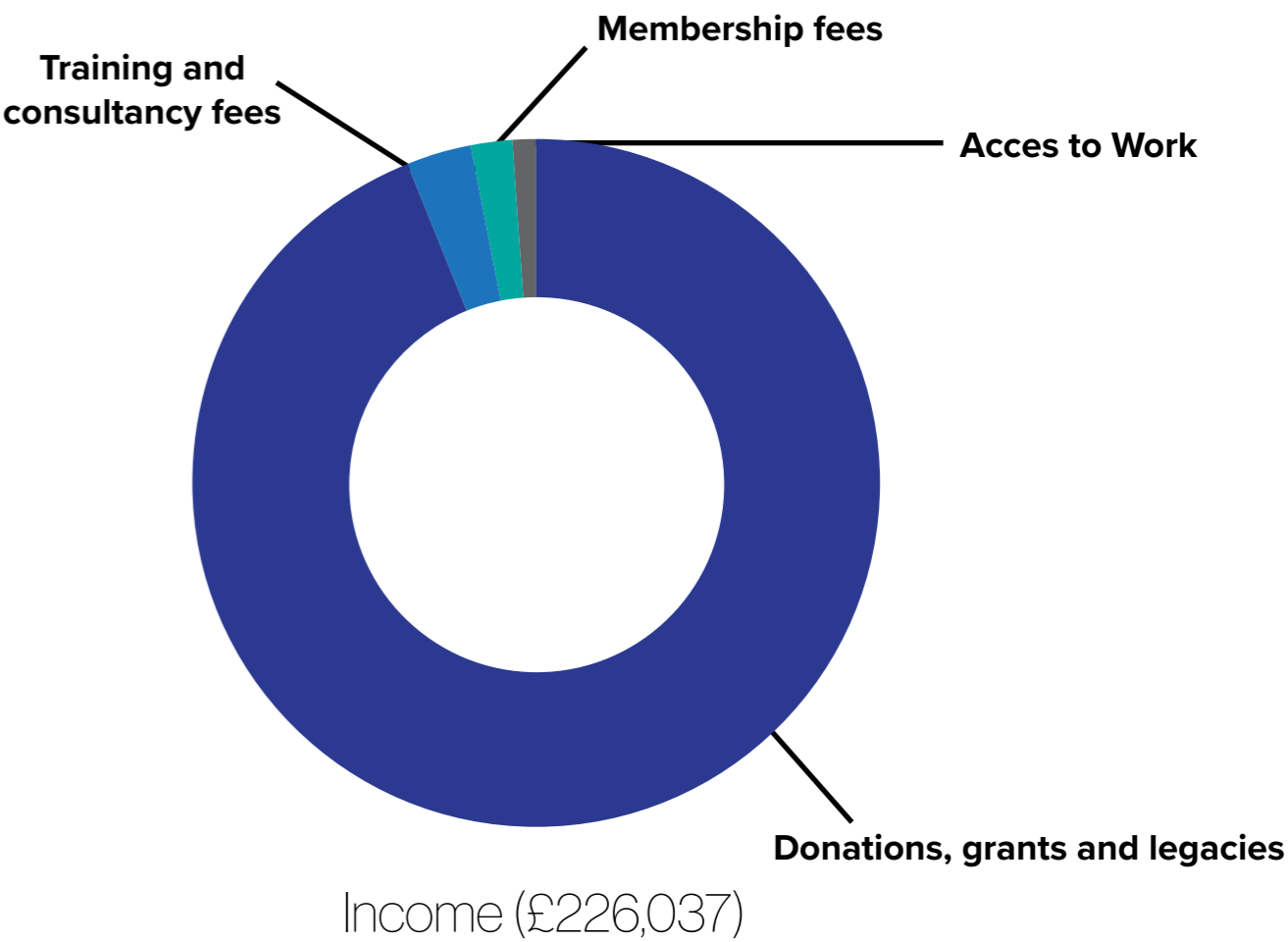
For the year ended March 31 2021

	2021 Unrestricted Funds £	2021 Restricted Funds £	2021 Total Funds £	2020 Total Funds £
<b>Income</b>				
Donations, grants and legacies	2,311	210, 042	212, 353	247,905
Other income	13,684	-	13,684	12,198
<b>Total Income</b>	<b>15,959</b>	<b>210,042</b>	<b>226,037</b>	<b>260,103</b>
<b>Total Expenditure</b>				
Charitable activities, capacity building and campaigning	6,267	201,651	207,918	155,394
<b>Net income</b>	<b>9,728</b>	<b>8,391</b>	<b>18,119</b>	<b>104,709</b>
<b>Reconciliation of funds</b>				
Total funds brought forward	83,405	107,457	190,862	86,153
<b>Total funds carried forward</b>	<b>93,133</b>	<b>115,848</b>	<b>208,981</b>	<b>190,862</b>

Thank you to our funders for their support:



# Income and Expenditure 2020/21



# Annex

ALLFIE remains committed to our vision for an inclusive education, to move towards an inclusive society for all. We know that our goal can only be achieved through the support and dedication of stakeholders, allies, partners, donors and funders. During the year, you have supported ALLFIE to continue to raise our profile, engage new voices and strengthen our campaign to tackle disability inequality in education.

## 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.

## 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 2021. 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”.

## 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 £226,037. At 31 March 2021 the charity had total funds of £208,981, of which £115,848 were restricted funds and £93,133 unrestricted funds.

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

## Principal Funding Sources

2020/21 has been a very difficult year with the pandemic and the national lockdown placed further challenges to our work income. The additional Covid support we received, donation, COVID-19 grants and consultancy greatly helped our work.

Through the year our work has been supported by City Bridge Trust (CBT), Esmeé Fairbairn Foundation (EFF), National Lottery Community Fund (NLCF), The London Community Foundation (IWILL and COVID-19), Disability Action (DPO COVID-19 NET Emergency Fund) and Disabled Student Allowance Quality Assurance Group (DSA QAG).

For the future we need to secure more longer funding to help us to be more effective on delivering on our strategic plan and to challenge disability inequality in education for a society that is inclusive for all.

## 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 (unrestricted reserves held as net current

assets) equivalent to between four and six months' total expenditure, to guard against unexpected events and loss of funding. 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 reserve target of between £69k and £104k. At £91,416, 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.

### 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.

### 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

1. Diversity enriches and strengthens all communities
2. All learners' different learning styles and achievements are equally valued, respected and celebrated by society
3. All learners are enabled to fulfil their potential by taking into account individual requirements and needs
4. Support is guaranteed and fully resourced across the whole learning experience
5. All learners need friendship and support from people their own age
6. All children and young people are educated together as equals in their local communities
7. 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

Lloyds Bank plc

125 Balham High Road

London SW12 9AT

CAF Bank Ltd

25 Kings Hill Avenue

West Malling

Kent ME19 4JQ

## 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 20 October 2021 and signed on its behalf by:

Navin Kikabhai, Chair



20 October 2021



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