



A LIFE-CHANGING  
EXPERIENCE

# **Snow Sports Foundation**

## **Report and Financial Statements for the period 1 January to 31 December 2024**

**Inspirational snow sports  
opportunities for students with  
additional needs**

Registered Charity No. 1158955

15 Sevens Close | Berkhamsted | Hertfordshire | HP4 2FY

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## **Charity Details**

### **The Trustees**

Mr I. Salmon (Treasurer)  
Mr M. Penning (resigned 10 June 2014)  
Miss B Holme  
Mr S. Allen  
Ms C. Gordon  
Miss N. Stuart (Chair)

### **Registered Office**

15 Sevens Close  
Berkhamsted  
Hertfordshire  
HP4 2FY

### **Charity registration number**

1158955

### **Independent Examiner**

Trevor James FCA DChA FCIE  
Dormer Cottage  
West Broyle  
Chichester  
West Sussex  
PO19 3PR

### **Bankers**

Lloyds Bank  
Marlowes Branch  
Lloyds Bank plc  
PO Box 1000  
BX1 1LT

## **Report of the Trustees**

The Trustees present their Report and Financial Statements for the period 1 January 2024 to 31 December 2024

## **Results**

The statement of financial activities is set out on page 13 which shows the deficit for the period (2023 surplus).

## **Tax Status**

The Charity is exempt from corporation tax and income tax.

## **Principal Objectives**

The principal objectives and activities of the Charity are as stated in the Trust Deed:

TO PROVIDE OR ASSIST IN THE PROVISION OF FACILITIES IN THE INTERESTS OF SOCIAL WELFARE FOR RECREATION OR OTHER LEISURE TIME OCCUPATION, IN PARTICULAR SNOW SPORTS, OF INDIVIDUALS WHO HAVE NEED OF SUCH FACILITIES BY REASON OF THEIR YOUTH, AGE INFIRMITY OR DISABILITY, FINANCIAL HARDSHIP OR SOCIAL CIRCUMSTANCES WITH THE OBJECT OF IMPROVING THEIR CONDITIONS OF LIFE.

## **Review of the Activities of the Charity**

### **Who we are**

Snow Sports Foundation (SSF) gives people with additional needs the opportunity to develop their life and social skills through the power of snow sports.

The additional needs that SSF supports, but not limited to, are:

Acquired Brain Injury	Asperger Syndrome	Attention Deficit Disorder (ADD)
Attention Deficit Hyperactivity Disorder (ADHD)	Autism/Autistic Spectrum Disorder	Diabetes
Hearing Impairment	Downs Syndrome	Dyslexia
Dyspraxia	Epilepsy	Stroke and Brain Injury
Rehabilitation Challenges	Visual Impairment	

## Benefits

- The benefits that this funding delivers are:
- The recognised improvement of a student's social skills, such as concentration, fitness levels, listening, motivation, motor skills, self-confidence, social interaction, and their ability to communicate.
- The promotion of social inclusion for people with additional needs as, in most scenarios, they find it difficult to mix easily with others.
- The education to families, as well as local and international communities, to fight the stigma associated with additional needs and disabilities.
- The link with education and snow sports, resulting in increased social skills within a school environment.
- Making the identification and management of additional needs by families a positive and beneficial experience.
- The promotion of participation in a healthy recreation
- The development of a student's natural abilities in a physically and mentally challenging sport.
- Giving a student skills for employability in the snow sports industry as an instructor teaching others or skills to work within the industry.
- A positive impact on people's lives.

## What we do

Applications for support are submitted from individuals, small groups (e.g Day Care Centre, DENS, disability support groups), schools and colleges. Each application is individually reviewed by the Trustees against the charity's funding criteria and then agreed or declined -each applicant is sent an email advising them of the result. For those individuals or groups that the charity can support, they are advised to contact the service provider they wish to use directly to arrange their lessons. The chosen service provider invoices the charity for the lesson in advance, if a lesson is cancelled for any reason, it is either rearranged or a credit note is issued.

## Funded projects

### From unrestricted funding

- Private lessons for 165 students
- Life skills community connections for 132 students
- Inclusive programmes for 479 students from diverse schools and organisations

These accomplishments underscore the tangible impact of support, fostering inclusivity, skill development, and wellbeing within the individuals we serve.

### John Lyon's Charity partnership

Our ongoing partnership with John Lyon's Charity continues to be pivotal, enabling us to fund snow sports lessons to SEN schools through the Schools in Partnership Programme with Snowbility. The grant of £40,000 supported four SEN schools: The Village School, Castlebar School, Newmans Catholic College and Queen Elizabeths Girls School, while an additional £60,000 was allocated for the next three years to benefit five SEN schools: The Manor School, The Avenue School, Shaftesbury School and Woodfield School all in the London area.

### New corporate partnership

In 2024, a new corporate partnership was formed with Ski Solutions, Britain's original tailor-made ski tour operator and largest specialist ski travel agency, with over 35 years of experience arranging ski holidays across Europe and North America. This partnership, launched in April 2024, kicked off with a successful fundraising event for the Snow Sports Foundation in August, raising £6,500. Looking ahead to 2025, the partnership aims to establish regular

fundraising initiatives and create volunteer opportunities to further support the foundation's mission.

### **The Thompson Family Charitable Trust**

In January 2024, The Thompson Family Charitable Trust generously granted £50,000 to the Snow Sports Foundation, demonstrating a commitment to supporting individuals with special educational needs (SEN) and various educational institutions. The allocation breakdown illustrates a targeted and inclusive approach, addressing the diverse needs of specific schools and students:

£10,000 was allocated to each of the five different educational institutions and programmes supporting students with special educational needs (SEN). The contribution to the Unrestricted fund directly supported approximately ten individual SEN students, spanning various ages and benefit situations, by providing financial assistance for snow sports activities, contributing to their physical and mental wellbeing.

#### **Oaklands College - catering to students aged 16 to 22 with learning**

**difficulties.** Due to circumstances beyond its control, Oakland College was only able to utilise £4,000, part of its £10,000 allocation, to participate in the tailored snow sports programmes, enhancing the educational experience and overall development of the students, particularly those within the autistic spectrum. The remaining allocation was reallocated to Treetops Learning Community School who were able to use the funding to enhance their programme.

#### **Alfriston Girls School - a specialised institution for girls aged 11 to 18 with**

**learning difficulties.** Benefited from a £10,000 grant, facilitating meaningful snow sports experiences that promoted physical activity, social interaction, and skill development.

#### **Woodlands Secondary School in Luton - accommodating students with severe or profound learning difficulties aged 11 to 18.**

Received £10,000, supporting the provision of snow sports opportunities to foster inclusivity and engagement within the student body.

**Pentland Field School, Uxbridge - an all-through school that meets the educational needs of children and young adults aged 4-19 with a range of learning disabilities,** benefited from a £10,000 grant.

**Treetops Learning Community School in Grays, Essex - with students aged 5- 19 with learning difficulties.** Benefited from a £6,000 grant, and £6,000 originally allocated to Oaklands College facilitating the opportunity to introduce a new snow sports programme to their students promoting a new learning opportunity.

## **2025 plans**

A key objective for the Foundation continues to be future proofing the long-term support and development of SEN schools/groups and individuals, particularly those schools that we are already supporting who have committed their teacher, curriculum and transport time and costs on their students. Each year these schools have a whole new year group of additional needs students, so there is a continuous flow of students who have never had this opportunity. It is so important we can continue to support the physical, emotional, and mental wellbeing of SEN students through this unique meaningful activity, not currently offered by any local services or other community-based organisations.

We will continue to work with a freelance bid writer to ensure our ongoing process of identifying relevant funders and bringing in new funding continues.

SSF will continue to offer funding for individual lessons where a prospective student does not attend one of the partner schools or where they are above school age. The charity will continuously research other SEN educational establishments for primary, secondary and college students.

We are continuing to apply for funding and ideally would like to raise funds to provide:

Individual one-to-one sessions- **£21,000**

The continuation of five SEN schools, plus a new carer group (**£11,500 per school/group**) - **£69,000**

- Alfriston School, Penn - Alfriston School is a girls' special school in Beaconsfield, Buckinghamshire. In March 2012, the school became an Academy. It takes girls from the age of 11 through to the age of 18 and has approximately 125 pupils.
- Oaklands College, St Albans - Supportive Learning is for students aged between 16 and 22 on entry, who have learning difficulties/disabilities.



This includes those whose needs fall within the autistic spectrum range of conditions.

- Pentland Fields School, Uxbridge – Pentland Field School is an all-through school that meets the educational needs of children and young adults aged 4-19 with a range of learning disabilities, including those who may be autistic or have physical or sensory needs.
- Treetops School, Thurrock - Treetops Learning Community is a trust serving two schools (*Treetops School* and Treetops Free School) which cater to students with special educational needs.
- Woodlands School, Luton – Woodlands Secondary School caters for 265 students with severe or profound learning difficulties, aged between 11 and 18.
- Bucks Carers, Aylesbury - Carers Bucks supports unpaid carers of all ages, backgrounds, and caring roles. This includes young carers, young adult carers, parents of children with a physical or learning disability, older carers, carers from diverse communities, LGBTQ+ carers and those looking after someone with a mental health condition. Carers Bucks also provides support for unpaid carers and the person they care for whilst in Stoke Mandeville, Amersham, Wycombe General and Wexham hospitals.

Two new SEN schools (**£5,000 each**) - **£10,000**

- Chiltern Way Academy, Wendover – An award-winning, outstanding co-educational specialist trust for children, aged 4 to 19, with ASC and SEMH.
- Astley Cooper School, Hemel Hempstead - Welcome everyone into their community. They endeavour to deliver an inclusive provision and ensure that all students, including those identified with Special Educational Needs and Disabilities (SEND) can enjoy and benefit from a broad and balanced education.
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NB: The figures are estimates based on historical data. The actual funding required by each school/college will vary, depending on the number of students in the year group taking lessons.

## Impact statements

Below is a selection of feedback from the students:

### Pupil case study - Mark (name changed to keep anonymity)



During this academic year, Mark has transitioned each week, with the rest of the group, from the school to the Snow Centre, which involves a 45-minute bus journey.

He has learned to prepare for the sessions by dressing himself in skiing gear and demonstrates patience as he

waits his turn alongside his peers.

Mark participates fully in each 30-minute skiing session, showing tremendous growth in his skiing skills, as well as in physical fitness, coordination, and overall self-confidence. Additionally, he has achieved several personal milestones through skiing, such as waiting patiently for his turn, following a schedule, and interacting socially with his group,

The improvements Mark has shown, not only in skiing but in his broader learning and personal development, demonstrate the invaluable impact of this programme.

His case illustrates how skiing supports students in achieving goals they may not have reached in a conventional learning setting, as well as how life-changing these experiences can be for the pupils.

**Case study example: Tram House 5 -Written by Miranda Skeet, Class Behaviour Analyst**



“During the summer term, four students participated in skiing sessions. The students travelled weekly to the ski centre via a community minibus.

“Significant progress was observed among all our students throughout the skiing sessions. Initially, all students were accompanied by their tutors on the slopes. Over time, at least three students were able to reduce their reliance on tutor support, demonstrating improved balance and the ability to travel short distances independently. Additionally, all students

developed greater independence in getting into their skiing attire. Overall, the group made notable advancements, including the ability to tolerate

new and unfamiliar skiing equipment and clothing, walking in skis, using the traveller, navigating down the slopes, and following instructions provided by their instructor.

“One of the students had prior skiing experience and was able to ski on a more advanced slope, with instruction tailored to their skill level. All students expressed considerable enthusiasm for the skiing sessions, eagerly awaiting the bus on Tuesday mornings.

“Parents of our students expressed deep gratitude and excitement regarding the opportunities provided by the skiing sessions; with this initiative, many of the students may not have had the chance to experience skiing.

“This programme has allowed our students to generalise their skills beyond the school and home environments, facilitating their engagement with the wider community and exploring a new sport.

“They were able to apply their skills with individuals unfamiliar to them, including following instructions, imitating motor movements demonstrated by their instructors, donning their ski clothing, and patiently lining up to use the traveller. The



ski instructors displayed kindness, care, and patience, celebrating the students' successes, which positively impacted their responses.

"It was encouraging to witness our students adapt to an unfamiliar environment with such ease. Initially, one student exhibited apprehensions, but his confidence grew over the weeks. The students thoroughly enjoyed the novelty of the experience, particularly the independence that skiing provided.

"Engaging in this new activity allowed them to challenge themselves and fostered a determination to succeed. It was gratifying to see their pride in their progress.

"By the end of the sessions, all students were able to ascend to the top of the slopes and ski down with considerable independence.

"The sessions also provided other valuable opportunities for the students to enhance their social skills during lunchtime, as they gathered around in the café. This allowed them to practice self-help skills and improve their ability to tolerate the presence of unfamiliar people."

## Accounts preparation

The Trustees confirm that the accounts comply with current statutory requirements and with those of the governing instrument.

Approved and signed on behalf of the Trustees on 10th March 2025.



**Chair**  
Miss N Stuart

## Statement of financial activities

Receipts and Payments	Unrestricted Funds			
	1 Jan 2024 to 31 Dec 2024		1 Jan 2023 to 31 Dec 2023	
<b>Receipts</b>	£		£	
Thompson Family Trust	50,000		50,000	
Donation – for bid writer	7,200		7,200	
Donations, legacies and grants (other)	10,370		21,565	
<b>Total Receipts</b>	<b>67,570</b>		<b>78,765</b>	
<b>Payments</b>				
Snow Sports Sessions	56,257		72,017	
Bid Writer	7,200		7,200	
Web and Advertising	484		384	
Sundry	165		291	
<b>Total Payments</b>	<b>64,106</b>		<b>79,892</b>	
<b>Surplus/Deficit for period</b>	<b>3,464</b>		<b>-1,127</b>	
<b>Receipts</b>	<b>Restricted Funds *</b>			
John Lyon's Charity & Shanley Foundation	45,750		100,000	
Childwick Trust	7,500		0	
<b>Payments</b>				
John Lyon's Charity & Shanley Foundation	110,925		80,000	
Childwick Trust	0		0	
<b>Surplus/Deficit for period</b>				
John Lyon's Charity & Shanley Foundation	-65,175		20,000	
Childwick Trust	7,500		0	
	<b>Unrestricted &amp; Restricted Funds</b>			
<b>Total Surplus/Deficit for Period</b>	<b>-54,211</b>		<b>18,873</b>	

## Statement of Year End Assets and Liabilities

<b>Assets</b>	<b>At 31.12.24</b>	<b>At 31.12.23</b>
	<b>£</b>	<b>£</b>
Cash at Bank	76,675	130,886
<b>Funds</b>		
surplus b/f from 31.12.23	130,886	112,013
surplus/deficit for year	-54,211	18,873
<b>Surplus c/f</b>	<b>76.675</b>	<b>130,886</b>
Surplus carried forward made up of:		
Unrestricted Funding	53,637	50,173
Restricted Funding*	23,038	80,713
	<b>76.675</b>	<b>130,886</b>

Approved and signed on behalf of the Trustees on 10<sup>th</sup> March 2025



**Chair**  
Miss N Stuart



**Treasurer**  
Mr I Salmon

\* Notes to SOFA

Restricted Funds Receipts and Payments Breakdown:

	<b>John Lyon's Charity - Village School</b>	<b>John Lyon's Charity &amp; Shanley Foundatio n-Ski Instructor</b>	<b>John Lyon's Charity - Schools in Partnershi p</b>	<b>Childwick Trust</b>	<b>Total</b>
Receipts	£0	£5,750	£40,000	£7,500	£53,250
Expenditure - Coaching	£0	£925	£110,000	£0	£110,925
Surplus/ Deficit for the period	£0	£4,825	<b>-£70,000</b>	£7,500	<b>-£57,675</b>
Surplus Carried Forward	£9,943	£4,856	£419	£7,820	£23,038

## Notes to the Financial Statements

### Accounting policies

The Accounts have been prepared in accordance with the SORP FRS 102 on a receipts and payments basis.

### Restricted and unrestricted funds

The funds received this period have been split between restricted and unrestricted funds, as shown in the financial statement.

### Reserves policy

A small reserve of £5,000 is held in the charity's bank account as the charity has no overhead or running costs and therefore a large reserve is not required. The trustees deem it prudent to ensure that there are adequate reserves to meet all invoices and therefore, when funding is committed, the Treasurer reduces the amount of funding available for allocation.

### Voluntary help

The charity benefits from all the trustees giving their time voluntarily.

### Value Added Tax

As the charity is unable to reclaim value added tax, all expenditure in these financial Statements is shown inclusive of value added tax, where appropriate

### Depreciation and stock

The charity has no depreciable assets and holds no stock.

### Trustees' remuneration

No trustees received any remuneration during the period and no trustees received reimbursement for expenses. Any claim for expenses would be subject to the charity's normal internal control procedures.

### Independent Examiner's Fees

Independent Examiner's Fee £165

### Related Parties

There were no transactions with related parties that require disclosure for the year ended 31 December 2024 (2023: None)



## **Independent Examiner's Report to the Trustees of The Snow Sports Foundation**

I report on my examination of the accounts of The Snow Sports Foundation (the Charity) for the year ended 31 December 2024.

This report is made solely to the Charity's trustees, as a body, in accordance with the Charities Act 2011. My work has been undertaken so that I might state to the Charity's trustees those matters I am required to state to them in an independent examiner's report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the Charity and the Charity's trustees as a body, for any work, for this report, or for the opinions I have formed.

### **Responsibilities and basis of report**

As the Charity's trustees, you are responsible for the preparation of the financial statements in accordance with the requirements of the Charities Act 2011 ("the Act"). You consider that an audit is not required for the year under section 144 (2) of the Act and that an independent examination is needed.

It is my responsibility to:

- examine the financial statements under section 145 of the Act;
- follow the procedures laid down in general Directions given by the Charity Commission under section 144(2) of the Act; and
- to state whether particular matters have come to my attention.

### **Basis of the independent examiner's report**

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

## **Independent Examiner's Report to the Trustees of The Snow Sports Foundation (continued)**

### **Independent examiner's statement**

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

1. which gives me reasonable cause to believe that in any material respect the requirements to keep accounting records in accordance with section 130 of the Act; and to prepare financial statements which accord with the accounting records and comply with the accounting requirements of the Act have not been met, or
2. to which, in my opinion, attention should be drawn in order to enable a proper understanding of the financial statements to be reached.

*T E James*

Trevor James FCA DChA FCIE

Dormer Cottage

West Broyle

Chichester

West Sussex

PO19 3PR

10th March 2025

Independent Examination of Charity Accounts: Examiners' Guide (CC32): An independent examiner was described in section 145(1)(a) of the 2011 Act as 'an independent person who is reasonably believed by the charity trustees to have the requisite ability and practical experience to carry out a competent examination of the accounts. For financial years ending on or after 31 March 2015, once a charity's gross income exceeds £250,000, the examiner must be a person who is a member of one of the bodies listed in the 2011 Act, as amended by the 2015 Order, and should be allowed by the rules of that body to undertake the role of independent examiner.

As the Charities Income does not exceed £250,000 the independent examiner does not need to be a member of one of the bodies listed in the 2011 Act.