

WALTHAM FOREST DYSLEXIA ASSOCIATION

England & Wales · Charity number 802993

Details

Other names W F D A

Status Registered

Legal form Other

Registered 1990-07-10

Register [View on the Charity Commission register](#)

Contact

Address 54 Church Hill
London
E17 9RY

Phone 020 8520 7370

Email admin@wfda.org.uk

Website www.wfda.org.uk

Activities

Objects: THE OBJECTS OF THE ASSOCIATION ARE TO ADVANCE THE EDUCATION OF PERSONS WHO ARE DYSLEXIC, PROVIDE SUPPORT AND INFORMATION, AND ADVANCE THE EDUCATION OF THE PUBLIC TO MAKE SOCIETY MORE DYSLEXIC-FRIENDLY BY:A) BUILDING UPON PARTNERSHIPS AND COLLABORATIVE WORK TO ENABLE DYSLEXIC PEOPLE OF ALL AGES TO REACH THEIR FULL POTENTIAL.B) SUPPORTING THE NEEDS OF DYSLEXIC CHILDREN, YOUNG PEOPLE AND ADULTS TO HELP THEM IMPROVE THEIR CONFIDENCE, INDEPENDENCE AND WELL-BEING BY PROVIDING ACCESSIBLE, AFFORDABLE, QUALITY SERVICES RUN BY APPROPRIATELY TRAINED STAFF.C) PROMOTING AND ENCOURAGING RESEARCH INTO DYSLEXIA BY PROVIDING EVIDENCE BASED DATA TO SUPPORT QUALITY SERVICES AND DISSEMINATE THE RESULTS THEREOF.D) PROCURING AND PROVIDING ADVICE AND INFORMATION TO THE PUBLIC CONCERNING DYSLEXIAE) RAISING AWARENESS OF THE NEEDS OF DYSLEXIC PEOPLE BY HOLDING PUBLIC EXHIBITIONS, MEETINGS AND LECTURES.F) DOING ALL SUCH OTHER LAWFUL THINGS AS MAY BE NECESSARY FOR THE ATTAINMENT OF THE SAID OBJECTS.

Activities: Waltham Forest Dyslexia Association provides information on dyslexia which can be accessed via our helpline, our website or by emailing us.We also:- run literacy numeracy handwriting & touch typing classes- run training and conferences- provide information and training about dyslexia to schools- offer

computer screening- monthly adult group

Classification

- **How:** Provides Services, Provides Advocacy/advice/information
- **What:** Education/training, Disability
- **Who:** Children/young People, People With Disabilities

Geography

- **Area of benefit:** WALTHAM FOREST
- Barking And Dagenham
- Essex
- Hackney
- Haringey
- Newham
- Redbridge
- Waltham Forest

Finances

Period end	Income	Expenditure	Assets	Employees
2025-08-31	£36,158	£39,430	-	-
2024-08-31	£37,690	£48,183	-	-
2023-08-31	£45,467	£58,448	-	-
2022-08-31	£46,045	£56,577	-	-
2021-08-31	£65,996	£64,980	-	-

Trustees

Name	Role	Appointed
Sandra Waldron Rigobert	Chair	2025-07-03
Dr KATHERINE HEWLETT		2011-06-17
John Daniel McMenemy		2017-10-16
Katherine Elizabeth Marshall		
Liam Sion O'Donnell-Roberts		2025-07-03
Rev Carol Ann Newnham		2014-01-31
Sadia Mirza		2020-01-14

Accounts



**Waltham Forest
Dyslexia Association**
Opening doors for dyslexics since 1989

Report and Accounts for the year ended 31 August 2025

Registered charity: 802993
www.wfda.org.uk

54 Church Hill
London E17 9RY

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2025

Patron David McLoughlin

Trustees

Acting Chair: Katherine Hewlett (*from Jul 2025 : was Vice Chair*)

Secretary: John McMenemy

Treasurer: Elly Pearce

Other trustees: Marcia Brisset-Bailey (*to Nov 2024*)
Isaac Kanu (*from Jul 2025*)
Katherine Marshall
Sadia Mirza
Carol Newnham (*Safeguarding*)
Liam O'Donnell-Roberts (*from Jul 2025*)
Heather Symonds (*to Oct 2024*)
Sandra Rigobert (*from Jul 2025*)

Staff, Tutors, Support & Bank

Children's Co-ordinator: Sheena Penfold (*from Oct 2024*)

Children's Programme Manager: Karen Sparkes (*to Oct 2024*)

Class Tutors:	Carolyn Browne	Dawn Budd
	Maxine Johnson	Rosemary Jolliffe
	Sheena Penfold	Linda Witham

Screening:	Lois Hood (<i>to Dec 2024</i>)	Debra Lewis
	Katherine Marshall	Sheryl Myers (<i>from Aug 2025</i>)
	Elly Pearce	

Adult Groups:	Katherine Hewlett	Sadia Mirza
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Website: Jane Walker

Helpline Volunteers:	Debra Lewis	Elly Pearce (<i>emails</i>)
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Finance Volunteer: David Pearce

Bank: CAF Bank, West Malling, Kent

Trustees' Annual Report

ADULT WORK

During this financial year, the following services have been delivered:

- Adult screenings
- Adult Meetups with Advocate talks and speakers
- Neurodivergent Advocate Leadership Programme (NALP)

The numbers of service users are steady and include national and regional attendees. People can either regularly attend the sessions or drop in. We are still able to provide most of our services free of charge, which makes them fully accessible; but we have had to start charging for screenings as we ran out of funding.

Adult Meetups

WFDA Adult Meetups are on Zoom with sessions lasting 1.5 to 2 hours. There is a regular attendance of 10-20 neurodivergent adults. A Zoom invite is sent out three days before the event to 170 people on the WFDA database. The recording is then sent out following the meetup. There are flyers for each event, which are posted on the WFDA website. In addition, we use Jisc mail, Facebook and Instagram to raise awareness of our work. Many participants contact us through word of mouth, our partnerships and through the screening service, which can often be a progression route to our Zoom sessions.

The Neurodivergent Advocate Leadership Programme (NALP)

There was a successful application to the **National Lottery Awards for All** for the Neurodivergent Advocate Leadership Programme (NALP) from May 2024 to May 2025 (£9,260).

The project has developed leadership skills building on our Advocacy Programme supporting the mental health of neurodivergent (ND) in 2023. We have delivered a set of six training sessions on "Inclusive Leadership" to equip Neurodivergent Adults to navigate employment. The training has strengthened self-awareness, emotional intelligence and skills for leadership with neurodiversity as a core value. The sessions trained nine advocates to train others in this leadership approach – *"Training the Trainer"*.

The Advocates are already using our learning to shape future projects in Advocacy and Inclusive Leadership.

The film of our Advocates' discussion on the role, impact and the benefit of inclusive leadership: <https://youtu.be/ZyICrQ9R7Oo>

Also the skills of our advocate presentation: <https://youtu.be/NsSiqDS0J8E>

The Training sessions were:

- June 2024: “Types of Leadership”
- August: “The unique attributes of ND Leaders- Inclusive leadership”
- September: “Organisational culture/values/ EDI and leadership”
- October: “Emotional Intelligence- difficult conversations, leading teams, and dealing with complexity/ fragility”
- November: “Communication and values - Understanding people’s motivations and common goals”
- January 2025: “Recognising ND Leadership impact and effectiveness”

All are up on the YouTube for accessibility and can be accessed on the WFDA website at: <https://wfda.org.uk/adults/>

There was one Zoom dissemination event in February 2025, and a face-to-face dissemination event in Waltham Forest Town Hall in April 2025. We would like to thank the Mayor’s Office and the Mayor Sharon Waldron for hosting this event and supporting the WFDA.

WFDA would like to thank our Advocates: **Alicia, Rose, Jennifer, Andrew, Maddie, Dee, Sadia, Andre, Kenyah and Becky.**

Information about our Advocates is on: <https://wfda.org.uk/volunteers/>

Virtual work

This work has now generated a WhatsApp group to continue and strengthen this work. In this way, we aim to ensure the lived experience is truly supported by positive role models drawn from our ND community.

FUNDRAISING

Several pupils from classes took part in our first ever ‘Do and Donate’ fund-raising week in June. They helped to raise just over £1,000 for WFDA.

WFDA was the chosen charity of the 2024-25 Mayor of Waltham Forest (Councillor Sharon Waldron). We are grateful for her support. Advocates attended Mayor’s events in August and September 2024.

SCREENINGS

WFDA continue to offer screening as a service for those for whom the cost of a full diagnostic assessment is prohibitive. Sometimes parents do go on to full assessment for their child, adults too, and we can give ideas of where they might go, but this is with the knowledge that it is worth spending the money or saving up for. Screening is an important service particularly for the under 8 age group as they are too young for full diagnostic assessment. It can give parents and schools information on how to best help the child.

Our team of screeners this year was Elly Pearce and Debra Lewis (primary), Katherine Marshall (secondary), Lois Hood and Sheryl Myers (adults). Lois continued till December when the funding ran out and since then we have recruited Sheryl. All the team are dyslexia specialists who have completed assessment training, and consequently are able to give a specialist view, rather than just a simple result from the computer programmes or from the other assessment tools used.

As we have continued without suitable premises Elly did 32 and Debra did 20 primary screenings at home during the year. Debra's email address is on the website for parents to make contact.

Katherine Marshall has carried out 15 secondary screenings from her home during the year and will continue if necessary, but would like to retire if we can find a new person. For secondary pupils this can often mean advising if extra time in exams would be helpful. Her details are on the website so she can be contacted directly.

We are continuing to use the LUCID screening tools with school aged pupils as before. The primary age ones are online but the software for older pupils has not been updated to online. We ask for donations of £50 or what they can afford. Since September we have put this up to £75. We do not want anyone to be excluded on grounds of cost although most in fact do pay the full amount. The majority of students we see are from Waltham Forest schools but we also have some from Haringey, Hackney, Newham, Redbridge, Epping, Loughton and occasionally from further afield such as Harlow. This is because they would not find a similar service offered in those areas. Some Waltham Forest schools refer pupils to us but most self-refer. We haven't delivered any screenings in school this year.

Lois resigned as chair and trustee at our AGM in Nov 2023 but kindly agreed to keep screening adults for us while we had grant funding. She carried out 6 full screenings and went through checklists with another 34. She operated from her home by telephone and zoom. For many adults the cost of a diagnostic assessment is out of reach but sometimes it helps just to know, hence going through the checklists with an expert. We were able to offer adult screenings free of charge through the grants obtained for adult work but had to suspend this service due to lack of funding and personnel to do it. We recruited Sheryl in May but without funding we have been charging £60. She carried out 2 screenings in August and has advised others.

SAFEGUARDING

Safeguarding and Child Protection and Safeguarding Adults are taken very seriously at WFDA.

Safeguarding is what we do to prevent harm, while child protection is the way in which we respond to harm. Safeguarding is everyone's responsibility, not just those who regularly work with the children and adults.

We have safeguarding and child protection policies and procedure documents, that are regularly updated, with the last update in May 2025, which is still current. We also have a Safeguarding Policy for Adults (October 2025), for our work with adults,

some of whom would be considered as 'adults at risk' (previously known as 'vulnerable adults'). There are separate designated safeguarding officers (DSO) for both children and adults and a dedicated email address for safeguarding concerns, which can be found on our safeguarding documents and on our website, under 'safeguarding'.

Safeguarding is a set item on the agenda of both trustee and tutor meetings.

All tutors and screeners and anyone working with children have enhanced DBS certificates and these are regularly checked and updated. Our umbrella company for DBS checking remains as Atlantic Data. DBSs are valid for 3 years and people are encouraged to sign up to the DBS Update Service so renewals can be easily checked. There is no legal requirement for DBS screening for those working with the adults over the age of 18 years that we engage with, as we are not involved in 'regulated activities' with them, however our adult lead does have a valid enhanced DBS.

Tutors and screeners receive regular safeguarding training and British Values training, including 'on-line safety', as our classes remain mostly online. Touch Typing classes are currently taught at two local schools and WFDA liaise with the school's safeguarding team, when necessary. Some numeracy classes are taught in tutor's homes and additional risks assessments are in place alongside our safeguarding and child protection policies. Our tutors and screeners are vigilant in their approach to safeguarding and child protection.

This year one concern was raised with our DSO regarding an issue a new student's parent had with her child attending numeracy classes at a tutor's home. The student in question never attended any lessons however the parent's concerns were taken seriously and acted upon. This issue was resolved with an adjustment to the relevant risk assessment provided by the tutor and informing all other student's parents of the change for their approval. All parents were happy with the new risk assessment, and their children continue to attend lessons in the tutor's home.

Our Adult Safeguarding Lead works closely with our DSO and this year no concerns regarding adults at risk, were reported.

SOCIAL MEDIA

Over the past year, the WFDA's social media accounts (primarily Facebook, Instagram, and Twitter) have maintained a steady online presence with a gradual increase in followers, particularly on Facebook and Instagram. These platforms continue to be used to promote WFDA events, including our adult meet-up groups and discussions on topics relevant to dyslexia and neurodiversity.

Although overall activity has been limited, engagement levels remain consistent, and there is clear potential to build on this progress. We are currently looking to expand the social media team to ensure updates and posts about neurodiversity are more regular and consistent. In addition, we are working closely with a new trustee who is leading on rebranding the WFDA, with the aim of strengthening our online identity and improving how we communicate with our community.

WFDA website (www.wfda.org.uk) continues to be a useful contact point and resource. Thank you to Jane Walker who supports us very well with this work.

WORK WITH CHILDREN AND YOUNG PEOPLE

Classes continued to operate online for Literacy and in-person for Touch-Typing and Numeracy. We were able to offer two different venues, in Walthamstow, for Touch-Typing Classes and have built strong relationships with both schools.

Our Numeracy tutor ran classes from her home. However, due to ill health, classes were suspended from January to July 2025. Moving forward, **Rosemary Jolliffe**, our Touch-Typing Tutor and experienced teacher has kindly agreed to offer Numeracy Classes, at her own home, from September 2025. This will be until our Numeracy Tutor is well enough to return.

Our four Literacy Tutors continued to work hard, preparing bespoke lessons that offered support particular to individual needs and learning preferences. They also continued to share ideas and experiences, to best support each pupil and develop themselves.

Long standing Literacy Tutor, **Dawn Budd**, retired in July. We thank her for her tremendous commitment to WFDA and the many students that she supported. We wish her a long, happy and healthy retirement.

In October, **Karen Sparkes**, WFDA Children's Programme Manager, left for a post as a Dyslexia Specialist; having recently qualified, Karen wanted to put her newfound skills into practice. **Sheena Penfold** became the new WFDA Children's Co-ordinator and carried out her new duties alongside her literacy tuition.

During the year we supported 58 students, ranging from 8 to 16 years of age. As well as delivering the specialist lessons, tutors also supported pupils transitioning from primary to secondary school and pupils taking their GCSE's.

We also continued to be part of the **Jack Petchey Achievement Award Scheme** and were able to recognise the achievements of three of our students, with Jack Petchey Awards. In November, these students attended the Annual Jack Petchey Achievement Award Ceremony for Waltham Forest and were presented with awards by the Mayor of LBWF.

We also ran a **Parents Workshop** in the Spring, which several of our Class families attended. They all enjoyed viewing, trying and discussing resources with the tutors and screeners present.

We thank the **Three Oaks Trust** for their continued funding (£10,000) during the year. We were also grateful to receive funding from **Tesco Golden Grants** (£5,000) and local football club, **West Essex FC** (£4,000). Funding helps tremendously and enables WFDA to provide invaluable support to so many children and young people.

TRUSTEES

Waltham Forest Dyslexia Association (WFDA) is a registered charity governed by its constitution as an Association. The constitution sets out the Association's objects as to advance the education of persons who are dyslexic, provide support and information, and advance the education of the public to make society more dyslexic-friendly.

The honorary officers of the Association and not more than twelve other trustees are elected at the Annual General Meeting of members. The trustees may co-opt other persons to be trustees, provided that the number of co-opted trustees does not exceed one third of the total number of trustees.

In the year Marcia Brissett-Bailey and Heather Symonds resigned as trustees. We thank them for their varied input into the charity.

In July 2025 Sandra Rigobert, Isaac Kanu and Liam O'Donnell-Roberts were co-opted as trustees.

FINANCIAL REVIEW

WFDA's main sources of funds this year have been grants, donations and fees for tuition and screenings. The grants and donations allow the fees to be set at a level for families who would otherwise not be able to afford similar support. The main costs are for running tuition and screenings.

Adult work has been funded by prior years' grant and fund-raising.

At the end of the year the Association held mainly Unrestricted Reserves. Further funding will be sought across the Association's activities.

RESERVES POLICY

The WFDA Reserves Policy is to maintain sufficient level of reserves to enable normal operating activities to continue should a shortfall in income occur and to take account of potential risks and contingencies that may arise from time to time.

In order to make a judgment on the amount of reserve the Trustees have considered the risks in respect of expenditure, unrestricted income and where appropriate restricted income. Also taken into consideration are any external identified potential major risks to income and expenditure during the year under consideration.

After reviewing our current position the trustees have decided the following:

- WFDA should hold in reserve approximately one year's funding for classes and related activities, which within the current budget period and allowing for grants already agreed, equates to £13,600 (currently £14,000 see note 2)

- The General Fund (currently £14,329 see note 1) is sufficient to provide day to day working capital and allow WFDA to fund new developments.

This policy will be reviewed annually by the trustees.

PUBLIC BENEFIT

The trustees have complied with their duty to have due regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant.

SUMMING UP

As a final note, we would like to thank all our members, parents of our pupils, adults who take part in our adult groups and other friends for their continuing support of our fundraising and other activities. We are also grateful to our members who gift aid their subscriptions and donations enabling us to reclaim tax they have paid. Thank you to you all for your interest, support and commitment to WFDA now and in the future.

Katherine Hewlett
Acting Chair of Trustees
9 November 2025

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2025

Receipts and Payments

2023/24			2024/25			
£	£	£	Note	£	£	£
Restricted	Unrestricted	Total		Restricted	Unrestricted	Total
14,200	30,126	44,326		8,653	25,180	33,833
			<i>Balances brought forward</i>			
			Receipts			
			Donations			
-	257	257		-	261	261
-	268	268		4,000	216	4,216
-	24	24		-	52	52
			Charitable activities			
			(6)			
10,000	-	10,000		15,000	-	15,000
900	-	900		900	-	900
9,260	-	9,260		-	-	-
			Other income			
-	-	-		-	120	120
-	11,822	11,822		-	11,020	11,020
-	3,090	3,090		-	2,725	2,725
			Fundraising			
-	1,032	1,032	(7)	-	1,024	1,024
			Income from investments			
-	1,037	1,037		-	840	840
20,160	17,530	37,690		19,900	16,258	36,158
34,360	47,656	82,016		28,553	41,438	69,991
			<i>Total Receipts</i>			
			<i>Funds available</i>			
			Payments			
			Fundraising			
-	-	-	(7)	-	14	14
			Charitable activities			
15,144	16,073	31,217		17,485	8,285	25,770
-	2,994	2,994		-	3,442	3,442
952	876	1,828		737	629	1,366
607	1,913	2,520		-	-	-
9,004	513	9,517		8,099	602	8,701
-	107	107		-	1	1
-	-	-		-	136	136
25,707	22,476	48,183	(10)	26,321	13,109	39,430
8,653	25,180	33,833		2,232	28,329	30,561
			<i>Total Payments</i>			
			<i>Balances carried forward</i>			

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2025

Statement of Assets and Liabilities

2024				2025			
£	£	£		Note	£	£	£
Restricted	Unrestricted	Total			Restricted	Unrestricted	Total
-	12,703	12,703	General Funds	(1)	-	14,329	14,329
-	12,477	12,477	Working with Children and Young People	(2)	1,515	14,000	15,515
418	-	418	Jack Petchey achievement award scheme	(3)	581	-	581
-	-	-	Transition Summer Club funds	(4)	-	-	-
8,235	-	8,235	Working with Adults	(5)	136	-	136
8,653	25,180	33,833		(11)	2,232	28,329	30,561
		<u>33,833</u>	Cash at bank and in hand				<u>30,561</u>
		<u>860</u>	Liabilities				<u>1,038</u>
			Signed on behalf of the Board of Trustees by				
			Eleanor Pearce - Treasurer				
			9 November 2025				

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2025

Notes to the Receipts and Payments

2023/24				2024/25		
£	£	£		£	£	£
Restricted	Unrestricted	Total		Restricted	Unrestricted	Total
(1) General Funds						
-	14,844	14,844	Balance brought forward	-	12,703	12,703
-	1,492	1,492	Receipts	-	2,377	2,377
-	(620)	(620)	Payments	-	(751)	(751)
-	(1,913)	(1,913)	Transfer to Transition Summer Club funds	-	-	-
-	(1,100)	(1,100)	Transfer to Working with Children and Young People funds	-	-	-
-	12,703	12,703	Balance carried forward	-	14,329	14,329
(2) Working with Children and Young People						
5,144	15,282	20,426	Balances brought forward	-	12,477	12,477
10,000	16,038	26,038	Receipts	19,000	13,881	32,881
(15,144)	(19,943)	(35,087)	Payments	(17,485)	(12,358)	(29,843)
-	1,100	1,100	Transfer from General Funds	-	-	-
-	12,477	12,477	Balances carried forward	1,515	14,000	15,515
This comprises restricted funds received by the trustees from various sources, as well as amounts designated by trustees for these projects.						
Payments include staff costs:						
(14,280)	Salaries	(11,135)				
(571)	Pension	(445)				
(14,851)		(11,580)				
(3) Jack Petchey achievement award scheme						
470	-	470	Balance brought forward	418	-	418
900	-	900	Receipts	900	-	900
(952)	-	(952)	Payments	(737)	-	(737)
418	-	418	Balance carried forward	581	-	581
(4) Transition Summer Club funds						
607	-	607	Balance brought forward	-	-	-
-	1,913	1,913	Transfer from General Funds	-	-	-
(607)	(1,913)	(2,520)	Payments	-	-	-
-	-	-	Balance carried forward	-	-	-
(5) Working with Adults						
7,979	-	7,979	Balances brought forward	8,235	-	8,235
9,260	-	9,260	Receipts	-	-	-
(9,004)	-	(9,004)	Payments	(8,099)	-	(8,099)
8,235	-	8,235	Balances carried forward	136	-	136

This includes the monthly Adult Group, the Advocacy Project, the Neurodivergent Advocate Leadership Programme and associated screenings

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2025

(6) Summary of Grants received

2023/24 £		2024/25 £
	<i>Jack Petchey achievement award scheme</i>	
900	Jack Petchey Foundation - main scheme	900
	<i>Working with Children and Young People</i>	
-	Tesco Gold Grant	5,000
10,000	The Three Oaks Trust	10,000
	<i>Working with Adults</i>	
9,260	The National Lottery Awards for All	-
<u>20,160</u>		<u>15,900</u>

West Essex Football Club donated £4,000 for Working with Children and Young People

(7) Fundraising summary

2023/24				2024/25		
£	£	£		£	£	£
Receipts	Payments			Receipts	Payments	
-	-	-	Do and Donate week	1,016	11	1,005
-	-	-	Easyfundraising	-	-	-
473	-	473	Serpentine Swim	-	-	-
559	-	559	Triathlon Adventure	-	-	-
-	-	-	Other - including charges re donations	8	3	5
<u>1,032</u>	<u>-</u>	<u>1,032</u>	Totals	<u>1,024</u>	<u>14</u>	<u>1,010</u>

Do and Donate week includes £169 tax recovered under Gift Aid

Mayor of Waltham Forest Benevolent Fund 24-25 raised £6,104 for WFDA

(8) Debtors as at 31 August 2025

2024 £	2025 £
-	-
<u>-</u>	<u>-</u>

(9) Liabilities as at 31 August 2025

2024 £		2025 £
-	Due to HMRC in respect of payroll deductions	-
860	Independent Examiner	918
-	Working with Adults - screenings	120
<u>860</u>		<u>1,038</u>

(10) Payments to Trustees

In accordance with the Charities Act and Charity Commission guidance, the trustees have agreed to pay four trustees for services they provide to the charity over and above normal trustee duties. In the year ended 31 August 2025 payments to these four trustees, or a related charity, for services and expenses totalled £6,673 (year ended 31 August 2024 five trustees were paid £7,989).

(11) Reserves

In order to ensure continuity of the charity's activities the trustees endeavour to hold sufficient reserves to cover any delay in obtaining grants. The trustees have designated funds as set out in the Trustees' Report.

**Independent Examiner's Report
to the members of the Waltham Forest Dyslexia Association
for the year 1 September 2024 to 31 August 2025**

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed.

It is my responsibility to:

- (1) examine the accounts under section 145 of the Charities Act,
- (2) to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- (3) to state whether particular matters have come to my attention.

Basis of independent examiner's report

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from the 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 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 Charities Act; and
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Acthave not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Zita Derbak MAAT AATQB
Independent Examiners Ltd
The Grain Store
Hills Barns
Appledram Lane South
Chichester, West Sussex
PO20 7EG

11 November 2025

Accounts



**Waltham Forest
Dyslexia Association**
Opening doors for dyslexics since 1989

Report and Accounts for the year ended 31 August 2024

Registered charity: 802993
www.wfda.org.uk

63 Ruby Road
London E17 4RE

Waltham Forest Dyslexia Association
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Patron David McLoughlin

Trustees

Chair: Vacant (*from May 2024*)
Shân Copeland (*Chair from Nov 2023 to May 2024*)
Lois Hood (*to Nov 2023*)

Vice-Chair: Katherine Hewlett

Secretary: Vacant

Treasurer: Elly Pearce

Other trustees: Marcia Brisset-Bailey Katherine Marshall
John McMenemy Sadia Mirza
Carol Newnham (*Safeguarding*) Heather Symonds (*from May 2024*)

Staff, Tutors, Support & Bank

Children's Programme Manager: Karen Sparkes

Class Tutors: Carolyn Browne Dawn Budd
Maxine Johnson Rosemary Jolliffe
Kathy Payne (*to Mar 2024*) Sheena Penfold
Linda Witham

Screening: Lois Hood Debra Lewis (*from Nov 2023*)
Katherine Marshall Elly Pearce

Transition Summer Club: Maxine Johnson Kathy Payne

Adult Groups: Katherine Hewlett Marcia Brisset-Bailey (*to May 2024*)
Lois Hood (*to Nov 2023*) Sadia Mirza

Website: Jane Walker

Helpline Volunteers: Lois Hood (*to Nov 2023*) Debra Lewis
Elly Pearce (*emails*)

Finance Volunteer: David Pearce

Bank: CAF Bank, West Malling, Kent

Trustees' Annual Report

ADULT WORK

During this financial year, the following services have been delivered: the adult screenings, the monthly Adult Meetups, Advocate talks and the Neurodivergent Advocate Leadership Programme (NALP). The numbers of participants and service users have grown exponentially and include national and regional attendees. People can either regularly attend the sessions or drop into their session of preference. We are still able to provide our services free of charge, which makes them fully accessible.

WFDA is a chosen charity of the current Mayor of Waltham Forest (Councillor Sharon Waldron). We are grateful for her support. Advocates have attended two of the Mayor's events in August and September 2024.

Screenings

The screening can be a powerful experience for our participants as the information revealed means gaining much greater knowledge about who they are. The first stage of screening is carried out over the phone. The second type of screening is in more depth covering a range of neurodiverse learning differences including dyslexia, ADHD and autism. This type of screening is completed via Zoom. After the screening participants receive a report of the outcomes and some recommendations for the future. The checklist usually takes about 15 minutes. The longer screening takes between 45 minutes to an hour – with several longer than this. Occasionally there are face-to-face screenings - this has been with vulnerable people who have not been able to manage the computer. Screenings have been in Leytonstone Library, and in a hostel for the homeless.

From September 2023 to August 2024 there were 29 full screenings and 79 checklist screenings. For the longer screenings, all participants had overlapping differences. With some people, there were two learning differences but others presented with several. The report writing takes about a day. The report letter works for Access to Work. Some people have used it in their Personal Independence Payment (PiP) application. For some people it is for the workplace. For others it is a stepping stone to a fuller assessment often for people who are about to embark on a degree.

People who wish to be screened come to us in a variety of ways. For some people it is just because they want to know as they have always thought they are Neurodivergent (ND) and the screening is a confirmation. Some people come on the recommendation of their GP or another health professional. People who have been screened are invariably happy with the process. We receive many positive comments which mention how it has helped them understand their learning differences and how it has helped them to move on to channel these learning differences into a more constructive outcome. Many of our Advocates have been screened by WFDA and have benefited from this greater knowledge about themselves and their way of thinking.

WFDA would like to thank Lois Hood for all her work for the adult screening.

Trustees' Annual Report (continued)

Adult Meetups

WFDA Adult Meetups are on Zoom with sessions lasting 1.5 to 2 hours. There is a regular attendance of 20-30 neurodivergent adults. A Zoom invite is sent out three days before the event to 170 people on the WFDA database. There are flyers for each event, which are posted on the WFDA website. In addition, we use Jisc mail, Facebook and Instagram to raise awareness of our work. Many participants contact us through word of mouth, our partnerships and through the screening service, which can often be a progression route to our Zoom sessions. Our Zoom license is funded by the National Lottery.

Meetup sessions have been as follows:

- September 2023 - Sadia Mirza *"Being Neurodivergent and Knowing Where You Stand"*
- October - Jennifer Offord *"Design Minds and Being Neurodivergent"*
- November – Advocates presented an overview of the WFDA Advocate programme
- January 2024 - Andrew Veasey *"Assistive Technology on a Budget"*
- February - Ursula Bilson (University of Leicester) *"Access to Work: Recent changes"*
- March - Dr Katherine Hewlett *"Celebrating ND Authors"*
- April - Dr Amrita Sen Mukherjee (TEDx speaker) *"Invisible Disability: Challenging Bias to Enable Change"*
- May - Dr Melanie Thorley (University of Greenwich) *"Principles of Disability and the Importance of Disability- Inclusive Language and Attitudes"*
- June - Kenyah Nyameche (Social Entrepreneur and Systemic Psychotherapist) *"Working in Rwanda as a Neurodivergent Practitioner"*
- September - Liam Tuohy *"Neurodiversity in the Workplace"*
- October - Professor Nancy Doyle *"Double Empathy - What is Currently Happening in Workplace Narratives around Neurodiversity"*
- November - Dyslexia Ireland (DI) *"DI Work in Ireland and the EU"*

Advocacy Project work

This was the second and final year of the Advocacy Programme supporting the mental health of neurodivergent (ND) and funded by the National Lottery Partnership Fund. A partnership project delivered by WFDA and AchieveAbility (AA). The

Trustees' Annual Report (continued)

purpose of the programme was to bring ND people together and build strong relationships across communities, and to enable more people to fulfil their potential by working to address issues at the earliest possible stage. There were nine advocates. This project was from February 2022 to February 2024 (£22,000). The programme included screening for adults.

This WFDA report covers final year from September 2023 to March 2024 (7 months)

The final Advocate led sessions were:

- September 2023 *"Managing Emotions"*
- October *"Self-Employment"*
- November *"Resilience in the Workplace"*
- December *"Postgraduate study and working"*

These sessions developed our Neurodivergent advocates into highly skilled speakers. The Adult Meetups and the Advocate work were programmes integrated for a sustainable future for adult work at WFDA. This is to ensure sustainability after the National Lottery funded programme with adult meetups delivered once a month. The nine advocates were drawn from a wide range of experiences and backgrounds. All Advocates were assessed as being neurodivergent and their expertise covered fields such as: Town Planning, Well-being, Legal knowledge, Assistive Technology, Psychology, Social Work, Speech therapy, Social Media, Marketing and Retail.

Advocate key evaluation points:

- The training was thought to be well-focused
- The management of the project worked well with the right balance of structure but flexibility for advocates to make key choices.
- There is freedom but guidance is at hand
- The programme empowered the Advocates and enabled them to become more insightful of themselves and others.
- They have developed new skills in Communications, technology and how to work as a team.
- The teamwork and networking have provided positive experiences and so there are fewer barriers and more skills for resilience

The Neurodivergent Advocate Leadership Programme (NALP)

These key points informed our next successful application to the National Lottery Awards for All from May 2024 to May 2025 (£9,260): The Neurodivergent Advocate Leadership Programme (NALP)

Trustees' Annual Report (continued)

The project aims to develop leadership skills building on our successful Advocate project for wellbeing and strengthening ND communities. We have a set of six training sessions for Inclusive Leadership to equip Neurodivergent Adults to navigate employment with leadership skills. The training will strengthen self-awareness, emotional intelligence and skills for leadership with neurodiversity as a core value. The sessions will train nine advocates to train others in this leadership approach - *"Training the Trainer"*.

We plan to use our learning to shape future projects in Advocacy and Inclusive Leadership. This is a project that is building on our previous work around advocacy.

This programme will develop leadership thinking that is inclusive of equality, diversity and inclusion (EDI). This training will raise awareness of the unique perspectives ND adults have. Through advocacy and leadership, we aim to increase understanding of how effective ND leaders can be for neuro- majority colleagues. Their unique perspectives can contribute hugely to success whether in education, training or employment.

Please see our recent film of our Advocates' discussion on the role, impact and the benefit of inclusive leadership: <https://youtu.be/ZyICrQ9R7Oo>.

Also the skills of our advocate presentation: <https://youtu.be/NsSiqDS0J8E>

The Training sessions are:

- June 2024: *"Types of Leadership"*
- August: *"The unique attributes of ND Leaders- Inclusive leadership"*
- September: *"Organisational culture/values/ EDI and leadership"*
- October: *"Emotional Intelligence- difficult conversations, leading teams, and dealing with complexity/ fragility"*
- November: *"Communication and values - Understanding people's motivations and common goals"*
- January 2025: *"Recognising ND Leadership impact and effectiveness"*

There will be two Zoom dissemination events in February and March 2025, and a face-to-face dissemination event in Waltham Forest Town Hall in April 2025.

WFDA would like to thank our Advocates: Alicia, Rose, Jennifer, Andrew, Maddie, Dee, Sadia, Andre, Kenyah and Becky.

Virtual work

This work has now generated a WhatsApp group to continue and strengthen these

Trustees' Annual Report (continued)

voices for advocacy. In this way, we aim to ensure the lived experience is truly supported by positive role models drawn from our ND community.

Our Facebook page is regularly updated by a dedicated Trustee. WFDA would like to thank Sadia Mirza for this work

WFDA has taken the opportunity to develop its website. Thank you to Jane Walker who continues to support us very well with this work.

WORK WITH CHILDREN AND YOUNG PEOPLE

WFDA continue to provide essential support to children and young people who are dyslexic. WFDA currently has six tutors providing excellent in person numeracy and touch-typing lessons and online literacy support classes to students.

WFDA has seen 58 students attending tailor made classes that are engaging, fun and extremely supportive to the children and their families. These students come from a range of backgrounds and areas including those living within the borough of Waltham Forest and beyond.

WFDA in-person touch typing classes are continuing to successfully operate from two different locations within the borough of Waltham Forest. WFDA want to thank Henry Maynard Primary School and Walthamstow School for Girls for the generous support as they allow WFDA touch-typing classes to take place on their premises for free. WFDA would not be able to deliver these vital classes without their support!

One touch-typing students said that

- *"The typing lesson are helping me to communicate better".*

WFDA are part of the Jack Petchey Foundation Bronze Award scheme and as such receive funding £300 three times per year. This money is ringfenced and must be spent on resources or activities that support WFDA. The last award winner chose to spend the money on an end of year celebration party for the touch-typing students where they all received a medal and certificate to recognise their hard work and commitment.

In June 2024 WFDA Children's Programme Manager conducted a questionnaire asking parents and children using WFDA support classes to share their views about WFDA and the impact it is having. The questionnaire revealed just how important and effective WFDA online and in person support classes are having on the students and their families which can be seen in the following data and comments:

- *81% of respondents said they had significantly grown in self-confidence at school and the remaining*

Trustees' Annual Report (continued)

- *19% said they had started to grow more in confidence because of attending WFDA classes. When asked how WFDA classes help children with finding strategies they can use to positively engage and participate in the classroom*
- *75% saw a significant increase with the remaining*
- *25% saying that they were starting to see progress in this area. As a result of this they felt their resilience was being developed and strengthened.*

When asked what two words the children would use to describe the support classes, the following words scored highest:

- *Helpful* 81.25%
- *Supportive* 81.25%
- *Caring* 62.50%
- *Encouraging* 56.25%

Describing their WFDA lessons,

- *69% of the children who responded said "That their WFDA tutor takes the time to explain things to them and this helps them a lot".*
- *50% said "WFDA lessons have helped to increase their confidence".*

People shared that they felt WFDA was:

- *Essential*
- *Invaluable*
- *Inspiring*
- *A lifesaver*
- *Supportive, helpful and confidence building.*
- *A very supportive and essential organisation whose classes are life changing for dyslexic children.*

Further comments included:

- *"WFDA Touch typing has helped with schoolwork and homework".*
- *"My child really loves their tutors. They have both helped with our child's confidence and understanding of dyslexia immensely".*
- *"WFDA is a great support, and I would not be doing as well as I am not without the tutoring I have received".*

Trustees' Annual Report (continued)

As you can see the children and parents really value the work, we do here at WFDA. The tutors are flexible and have a caring approach to teaching and supporting the students with 75% of parents stating that WFDA has helped to support their child's mental health in a positive way.

We want to take this opportunity to thank the amazing tutors for their flexibility, professionalism and genuine care for the students, and The Three Oaks Trust, who continue to provide generous funds and support to enable the classes to remain operational.

The continuous support has meant that WFDA has been able to achieve the following:

- *58 children and young people have attended weekly WFDA classes during this period.*
- *563 hours of teaching*
- *445 online classes*
- *166 face to face sessions (Touch-typing and Numeracy classes).*

In June 2024 the WFDA applied to Tesco's 'Stronger Starts Grant' and as a result WFDA was nominated for the Tesco's Golden Grant Award, and in October 2024 received £5,000 for children's classes !!!

In summary it has been another financially challenging but successful year, with classes remaining opening and tutors providing a fantastic service. Parents and students have expressed their appreciation of the 'lifesaving' support that classes provide. We thank the families, students, tutors and funders for their dedication and continued support.

Special thanks to Karen Sparkes, our Children's Programme Manager, for her input over the last seven years, We congratulate her in recently qualifying as a dyslexia specialist tutor, and wish her well as she moves on to new challenges.

SCREENINGS

Our team of screeners this year was Elly Pearce and Debra Lewis (primary), Katherine Marshall (secondary) and Lois Hood (adult). All the team are dyslexia specialists who have completed assessment training, and consequently are able to give a specialist view, rather than just a simple result from the computer programmes or from the other assessment tools used.

As we have continued without suitable premises Elly did 38 and Debra did 5 primary screenings at home during the year. On the website, parents are encouraged to contact Elly Pearce by email. In some cases, she has spoken to parents and given ideas of how to work with schools or to progress to full assessment. Screening is an

Trustees' Annual Report (continued)

important service particularly for the under 8 age group as they are too young for full diagnostic assessment. It can give parents and schools information on how to best help the child.

Katherine Marshall has carried out 27 secondary screenings from her home during the year and will continue to do so. For secondary pupils this can often mean advising if extra time in exams would be helpful. Her details are on the website so she can be contacted directly.

We are continuing to use the LUCID screening tools with school aged pupils as before. The primary age ones are online but the software for older pupils has not been updated to online. We ask for donations of £50 or what they can afford. We do not want anyone to be excluded on grounds of cost although most in fact do pay the full amount. The majority of students we see are from Waltham Forest schools, but we also have some from Hackney, Newham, Redbridge, Dagenham, Loughton and occasionally from further afield such as Harlow. This is because they would not find a similar service offered in those areas. Some Waltham Forest schools refer pupils to us but most self-refer. We haven't delivered any screenings in school this year, probably a sign of the pressure on schools for funding.

We no longer have a backlog of screenings, and they can usually take place within a few weeks of the initial contact, sometimes sooner. We continue to offer screening as a service for those for whom the cost of a full diagnostic assessment is prohibitive. Sometimes parents do go on to full assessment for their child, adults too and we can give ideas of where they might go, but this is with the knowledge that it is worth spending the money or saving up for.

The screening for adults is described in the section on Adult Work.

SUMMER TRANSITION CLUB

Introduction

The Summer Transition Club 2024 was the sixteenth Summer Club, the first of which was held in 2008. The main idea of the Summer Transition Club is to support Year 6 students in their transition to secondary school when they become Year 7. Each year, the children enjoy the week and gain greater confidence in their transition to secondary school.

At the start of the spring term, invitations to the Summer Transition Club went out to all Year 6 children in our WFDA classes, local primary schools and the SEND Facebook. Despite every effort to advertise the Summer Club, the number of children who attended was very low. In addition, we have found over the years that secondary schools also run their summer transition sessions at the same time as WFDA's Summer Transition Club. This caused some of the students to drop out or attend on fewer days. Unfortunately, we also encountered difficulties finding tutors to

Trustees' Annual Report (continued)

run some of our sessions and decided to run them ourselves. In the long term, this has saved WFDA some money.

The Children

This year, the club was attended by four girls and three boys. It worked out well that we had a small group of students because the parents reported that most of them had a history of anxiety, and many of them were hyperactive. The students came from varied ethnic backgrounds. Learning difficulties were defined in the main as dyslexia. One of the students did not have dyslexia but was diagnosed with Attention Deficit Hyperactivity Disorder. A few of the children have comorbidities.

The students came from four different primary schools. Five students went to schools in Waltham Forest, one student went to a school in Redbridge, and one student went to a school in Tower Hamlets. Five students will attend Secondary Schools in the borough of Waltham Forest, while the other two will be attending school in Tower Hamlets or Redbridge.

Activities

The most popular activity was swimming. During the swimming session, the students were given free time in the pool and supervised by the Sylvestrian Centre staff. Floats were put in the pool, and it was a fun session.

Carol Cameron ran the cooking session and guided the students in making delicious cookies. They all saved some of their cookies to share with their families. For the art session, the children were introduced to grid drawing and painting as well as sketching. This session was run by Cara, one of our volunteer mentors. The students were delighted to take their work home.

Kathy and Maxine ran the dance session. The students were introduced to various dance moves, which they incorporated into their own dance routines. They also ran the sports session. The students took part in various team games on the field area, which is located across the road from the school.

Other activities involved the children choosing their group's name and designing their own crests to portray their strengths. The students were also given the opportunity to look at a typical secondary school timetable. They were given an idea of how a two-week timetable works in secondary schools. They were also shown how their day may be set out between different lessons, which would be held in different classrooms with different teachers. In addition, they were shown the type of equipment that they may need for their various lessons and how they could organise themselves for the day. The mentor was invaluable in sharing her knowledge of

Trustees' Annual Report (continued)

being in secondary school and could answer questions and allay some of the children's worries.

The main classroom activity involved the students discussing a story relating to starting secondary school that was read to them. Then, they did hot seating to get a better idea of how the characters were feeling. The children created a storyboard using pictures and short sentences to follow this up.

Awards

At the end of the week, there was an awards ceremony, the aim of which was to congratulate the children on their achievements during the week. Each student was given a certificate of attendance. The students prepared and presented an overview of their week and showcased their creative work to their parents, as well as performing a dance which they had jointly created.

Student/Parent Evaluations

At the end of the transition summer club, we asked the students and the parents to evaluate their experience of the week.

Most responses were positive, apart from one student who found it difficult to accept kindness and friendship from the others. Most students said they enjoyed the overall experience of coming to the Summer Transition Club and feel more positive about transferring to Secondary School since attending the club. All students said their favourite activity was the swimming session.

When asked what we did well and what could we do better, here are some of the student's responses:

- *"I would like the club to be longer, for two weeks!"*
- *"Everything was fine."*

We also received feedback from seven parents. Their feedback was also very positive, with all parents saying that their child enjoyed the week very much and their child felt more positive about going to secondary school due to their experience.

When asked if the club provided the support needed by your child and, if not, what would you have liked us to have done differently, here are some of the students' responses:

- *"The club was very understanding of my son's needs and supported him well."*
- *"Definitely"*
- *"This club was great. Please keep it going, and I will spread the word."*

Trustees' Annual Report (continued)

- *"My daughter enjoyed the whole week."*
- *"My daughter felt well supported, and I am very grateful for the club."*

When asked to comment on any aspects of this week that your child did not enjoy or found difficult, their replies were as follows:

- *'My son did not want to attend swimming.'*

Thanks to our Supporters

We are grateful to Forest School for accommodating WFDA's Summer Transition Club and our two volunteers, Janice and Cara.

The Future of the Summer Transition Club

Unfortunately, this year may well be the last Summer Club, since it seems uncertain as to whether Forest School will be able to accommodate our summer club in the future. Also more secondary schools are running their own transition sessions.

SAFEGUARDING AND CHILD PROTECTION

Safeguarding and Child Protection and Safeguarding Adults are taken very seriously at WFDA.

Safeguarding is what we do to prevent harm, while child protection is the way in which we respond to harm. Safeguarding is everyone's responsibility, not just those who regularly work with the children and adults.

We have safeguarding and child protection policies and procedure documents, that are regularly updated, with the last update in May 2023, which is still current. We also have recently approved a new Safeguarding Policy for Adults (September 2023), for our growing work with adults, some of whom would be considered as 'adults at risk' (previously known as 'vulnerable adults'). There are separate designated safeguarding officers (DSO) for both children and adults and a dedicated email address for safeguarding concerns, which can be found on our website.

Safeguarding is a set item on the agenda of both trustee and tutor meetings.

All tutors and screeners and anyone working with children have enhanced DBS certificates and these are regularly checked and updated. Our umbrella company for DBS checking remains as Atlantic Data. DBSs are valid for 3 years and people are encouraged to sign up to the DBS Update Service so renewals can be easily checked. There is no legal requirement for DBS screening for those working with the adults over the age of 18 years that we engage with, as we are not involved in 'regulated activities' with them, however our adult lead does have a valid enhanced DBS.

Trustees' Annual Report (continued)

Tutors and screeners receive regular safeguarding training and British Values training, including 'on-line safety', as our classes remain mainly online and will do for the foreseeable future. Our tutors and screeners are vigilant in their approach to safeguarding and child protection and this year no concerns were raised with our DSO.

Our Adult Safeguarding Lead works closely with our DSO and this year raised one concern regarding an adult at risk, which was then passed to the appropriate external agency to progress. WFDA continues to support this adult within our adult services.

TRUSTEES

Waltham Forest Dyslexia Association (WFDA) is a registered charity governed by its constitution as an Association. The constitution sets out the Association's objects as to advance the education of persons who are dyslexic, provide support and information, and advance the education of the public to make society more dyslexic-friendly.

The honorary officers of the Association and not more than twelve other trustees are elected at the Annual General Meeting of members. The trustees may co-opt other persons to be trustees, provided that the number of co-opted trustees does not exceed one third of the total number of trustees.

RESERVES POLICY

The WFDA Reserves Policy is to maintain sufficient level of reserves to enable normal operating activities to continue should a shortfall in income occur and to take account of potential risks and contingencies that may arise from time to time.

In order to make a judgment on the amount of reserve the Trustees have considered the risks in respect of expenditure, unrestricted income and where appropriate restricted income. Also taken into consideration are any external identified potential major risks to income and expenditure during the year under consideration.

After reviewing our current position the trustees have decided the following:

- WFDA should hold in reserve approximately one year's funding for classes and related activities, which within the current budget period and allowing for grants already agreed, equates to £12,500 (currently £12,477 see note 2)
- The General Fund (currently £12,703 see note 1) is sufficient to provide day to day working capital and allow WFDA to fund new developments.

This policy will be reviewed annually by the trustees.

Trustees' Annual Report (continued)

PUBLIC BENEFIT

The trustees have complied with their duty to have due regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant.

SUMMING UP

As a final note, we would like to thank all our members, parents of our pupils, adults who take part in our adult groups and other friends for their continuing support of our fundraising and other activities. We are also grateful to our members who gift aid their subscriptions and donations enabling us to reclaim tax they have paid. Thank you to you all for your interest, support and commitment to WFDA now and in the future.

Katherine Hewlett
Vice-Chair of Trustees
5 November 2024

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2024

Receipts and Payments

2022/23							2023/24			
£	£	£					Note	£	£	£
Restricted	Unrestricted	Total						Restricted	Unrestricted	Total
28,279	29,028	57,307	Cash funds brought forward					14,200	30,126	44,326
			Receipts							
			<u>Donations</u>							
-	332	332	Membership					-	257	257
-	363	363	Donations					-	268	268
-	53	53	Tax recovered on gift-aided subscriptions and donations					-	24	24
			<u>Charitable activities</u>							
			Grants received			(7)				
10,500	-	10,500	Working with Children and Young People				10,000	-	10,000	
900	-	900	Jack Petchey achievement award scheme				900	-	900	
11,185	-	11,185	Working with Adults				9,260	-	9,260	
			Other income							
			Working with Children and Young People							
-	11,936	11,936	Tuition				-	11,822	11,822	
-	3,704	3,704	Screenings				-	3,090	3,090	
-	5,880	5,880	Working in Schools				-	-	-	
			<u>Fundraising</u>							
-	73	73	Fundraising			(8)	-	1,032	1,032	
			<u>Income from investments</u>							
-	541	541	Interest received				-	1,037	1,037	
22,585	22,882	45,467					20,160	17,530	37,690	
22,585	22,882	45,467	Total Receipts				20,160	17,530	37,690	
50,864	51,910	102,774	Funds available				34,360	47,656	82,016	
			Payments							
			<u>Fundraising</u>							
-	1	1	Fundraising expenses			(8)	-	-	-	
			<u>Charitable activities</u>							
			Working with Children and Young People							
23,919	13,127	37,046	Tuition				15,144	16,073	31,217	
-	3,869	3,869	Screenings				-	2,994	2,994	
-	3,549	3,549	Working in Schools				-	-	-	
980	668	1,648	Jack Petchey achievement award scheme				952	876	1,828	
2,418	-	2,418	Transition Summer Club				607	1,913	2,520	
9,347	452	9,799	Working with Adults				9,004	513	9,517	
-	118	118	Membership and promotion				-	107	107	
36,664	21,784	58,448					(10)	25,707	22,476	48,183
36,664	21,784	58,448	Total Payments				25,707	22,476	48,183	
14,200	30,126	44,326	Cash funds carried forward				8,653	25,180	33,833	

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2024

Statement of Assets and Liabilities

2023				2024		
£	£	£		Note	£	£
Restricted	Unrestricted	Total			Restricted	Unrestricted
-	14,844	14,844	General Funds	(1)	-	12,703
5,144	15,282	20,426	Working with Children and Young People	(2)	-	12,477
470	-	470	Jack Petchey achievement award scheme	(3)	418	-
607	-	607	Transition Summer Club funds	(5)	-	-
7,979	-	7,979	Working with Adults	(6)	8,235	-
<u>14,200</u>	<u>30,126</u>	<u>44,326</u>	Cash funds carried forward	(11)	<u>8,653</u>	<u>25,180</u>
	<u>44,326</u>		Cash at bank and in hand			<u>33,833</u>
	<u>940</u>		Liabilities	(9)		<u>882</u>

Signed on behalf of the Board of Trustees by

Eleanor Pearce - Treasurer
5 November 2024

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2024

Notes to the Receipts and Payments

2022/23			2023/24		
£	£	£	£	£	£
Restricted	Unrestricted	Total	Restricted	Unrestricted	Total
(1) General Funds					
-	14,172	14,172	-	14,844	14,844
-	1,243	1,243	-	1,492	1,492
-	(571)	(571)	-	(620)	(620)
-	-	-	-	(1,913)	(1,913)
-	-	-	-	(1,100)	(1,100)
-	14,844	14,844	-	12,703	12,703
(2) Working with Children and Young People					
18,563	14,856	33,419	5,144	15,282	20,426
10,500	21,639	32,139	10,000	16,038	26,038
(23,919)	(21,213)	(45,132)	(15,144)	(19,943)	(35,087)
-	-	-	-	1,100	1,100
5,144	15,282	20,426	-	12,477	12,477
(3) Jack Petchey achievement award scheme					
550	-	550	470	-	470
900	-	900	900	-	900
(980)	-	(980)	(952)	-	(952)
470	-	470	418	-	418
(4) LBWF Schools' funds					
2,845	-	2,845	-	-	-
(2,845)	-	(2,845)	-	-	-
-	-	-	-	-	-
(5) Transition Summer Club funds					
180	-	180	607	-	607
-	-	-	-	1,913	1,913
2,845	-	2,845	-	-	-
(2,418)	-	(2,418)	(607)	(1,913)	(2,520)
607	-	607	-	-	-
(6) Working with Adults					
6,141	-	6,141	7,979	-	7,979
11,185	-	11,185	9,260	-	9,260
(9,347)	-	(9,347)	(9,004)	-	(9,004)
7,979	-	7,979	8,235	-	8,235

This comprises restricted funds received by the trustees from various sources, as well as amounts designated by trustees for these projects.

This includes the monthly Adult Group, the Advocacy Project, the Neurodivergent Advocate Leadership Programme and associated screenings

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2024

Notes to the Receipts and Payments (continued)

2022/23 £	(7) Summary of Grants received	2023/24 £
	<i>Jack Petchey achievement award scheme</i>	
900	Jack Petchey Foundation - main scheme	900
	<i>Working with Children and Young People</i>	
500	BBC Children in Need	-
10,000	The Three Oaks Trust	10,000
	<i>Working with Adults</i>	
-	The National Lottery Awards for All	9,260
11,185	The National Lottery Community Fund	-
<u>22,585</u>		<u>20,160</u>

2022/23			(8) Fundraising summary	2023/24		
£	£	£		£	£	£
Receipts	Payments			Receipts	Payments	
36	-	36	Amazon Smile	-	-	-
37	-	37	Easyfundraising	-	-	-
-	-	-	Serpentine Swim	473	-	473
-	-	-	Triathlon Adventure	559	-	559
-	1	(1)	Other - including charges re donations	-	-	-
<u>73</u>	<u>1</u>	<u>72</u>	Totals	<u>1,032</u>	<u>-</u>	<u>1,032</u>

2023 £	(9) Liabilities as at 31 August 2024	2024 £
-	Due to HMRC in respect of payroll deductions	-
840	Independent Examiner	882
100	Transition Summer Club	-
<u>940</u>		<u>882</u>

(10) Payments to Trustees

In accordance with the Charities Act and Charity Commission guidance, the trustees have agreed to pay five trustees for services they provide to the charity over and above normal trustee duties. In the year ended 31 August 2024 payments to these five trustees, or a related charity, for services totalled £7,989 (year ended 31 August 2023 four trustees were paid £9,515).

(11) Reserves

In order to ensure continuity of the charity's activities the trustees endeavour to hold sufficient reserves to cover any delay in obtaining grants. The trustees have designated funds as set out in the Trustees' Report.

**Independent Examiner's Report
to the members of the Waltham Forest Dyslexia Association
for the year 1 September 2023 to 31 August 2024**

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed.

It is my responsibility to:

- (1) examine the accounts under section 145 of the Charities Act,
- (2) to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- (3) to state whether particular matters have come to my attention.

Basis of independent examiner's report

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from the 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 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 Charities Act; and
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Acthave not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Zita Derbak MAAT AATQB
Independent Examiners Ltd
Unit 2 The Broadbridge Business Centre
Delling Lane
Bosham
PO18 8NF

6 November 2024

Accounts



**Waltham Forest
Dyslexia Association**
Opening doors for dyslexics since 1989

Report and Accounts for the year ended 31 August 2023

Registered charity: 802993
www.wfda.org.uk

63 Ruby Road
London E17 4RE

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2023

Patrons

David McLoughlin
Benjamin Zephaniah

Trustees

Chair: Lois Hood

Vice-Chair: Katherine Hewlett

Secretary: Siobhan Moore-Lynch (*to Nov 2022*)
John McMenemy (*Secretary from Nov 2022*)

Treasurer: Elly Pearce

Other trustees: Marcia Brisset-Bailey Shân Copeland (*from Mar 2023*)
Katherine Marshall Sadia Mirza
Carol Newnham (*Safeguarding*)

Staff, Tutors, Support & Bank

Children's Programme Manager: Karen Sparkes

Class Tutors: Carolyn Browne (*from May 2023*) Dawn Budd
Justine Gilbert (*to Jul 2023*) Maxine Johnson
Rosemary Jolliffe Kathy Payne
Sheena Penfold Linda Witham

Screening: Lois Hood Katherine Marshall
Kathy Payne Elly Pearce

Adult Groups: Marcia Brisset-Bailey Katherine Hewlett
Lois Hood Sadia Mirza

Website: Jane Walker

Helpline Volunteers: Lois Hood Debra Lewis
Elly Pearce

Finance Volunteer: David Pearce

Bank: CAF Bank, West Malling, Kent

Trustees' Annual Report

INTRODUCTION

This year will be the last year that I will write this report. After many years of being involved with WFDA I am bowing out. I first joined WFDA in 1999 as a parent and it was very supportive to me when I first knew my daughter was dyslexic. I later joined WFDA as a tutor and worked as a tutor from 2008 to 2016. I then became a trustee and for much of the time since then I have been chair. I now need to move on but am very proud of the achievements of WFDA during these years. We have worked with many children and families in our classes and our adult work has expanded exponentially. This work has only been possible due to our wonderful team of tutors for children's classes supported by our excellent children's program manager Karen Sparkes. The adult work has expanded mostly due to the work of Katherine Hewlett but has also been supported by Marcia Brisset-Bailey and Sadia Mirza, as well as myself.

Restrictions as a result of Covid 19 have been lifted but we have continued to work online both for our children's classes and for our adult work. We have continued online with the children's classes mostly because parents/carers have wished to continue in this way but also because our work has developed and some of our families live a good distance from Waltham Forest. Our adult work has stayed online again because many of our adults live outside Waltham Forest.

I want to take this opportunity to thank my fellow trustees, colleagues, staff, volunteers, children and their parents who use our services for their time, dedication, commitment and effort – it's because of them that WFDA has managed to keep our services running successfully.

ADULT WORK

WFDA has continued to deliver the adult services as a virtual provision on Zoom. When lockdown happened in March 2020, we transferred all adult provision to the preferred virtual platforms of Zoom or Teams.

We are now in the second and final year for the National Lottery Partnership Fund Programme. This is for an Advocacy Programme supporting the mental health of neurodivergent (ND) adults to include screening. It is a partnership project delivered by WFDA and AchieveAbility (AA).

The purpose of the programme:

- to bring ND people together and build strong relationships in and across communities.
- to enable more people to fulfil their potential by working to address issues at the earliest possible stage.

Trustees' Annual Report (continued)

This project is from February 2022 to February 2024 (£22,000).

During this financial year the following services have been delivered on a voluntary basis: the helpline and the monthly Adult Meetups and the monthly Advocate talks and screening. The numbers of participants and service users have grown exponentially, and even include national and international attendees for the monthly meetups. People can either regularly attend the sessions or drop into their session of preference. Although this has been delivered on a voluntary basis we are still able to provide our services free of charge, which makes them fully accessible. For all the work, people can be referred to or from our screening service and helpline. We are therefore providing a unique service, which is not replicated anywhere else in the UK. In this way WFDA, in partnership with AchieveAbility, has delivered two meetups for ND adults a month, since the start of Covid. Screenings have also increased with more people accessing our services; 18 full screenings and 112 checklist screenings. All people screened receive a report to outline the result of the process.

In the second year of the Advocate Programme the partnership has worked hard to embed this set of talks with our more formal Adult Meetups. The purpose is to develop our Neurodivergent advocates into highly skilled speakers. Thus the Adult Meetups and the Advocate work are programmes integrated for a sustainable future for adult work at WFDA. This is to ensure sustainability after the National Lottery funded programme with adult meetups then delivered once a month. There are nine advocates drawn from a wide range of experiences and backgrounds. All Advocates are assessed as being neurodivergent and their expertise covers fields such as: Town Planning, Well being, Legal knowledge, Assistive Technology, Psychology, Social Work, Speech therapy, Social Media, Marketing and Retail. The Adult Meetups have drawn speakers from: Dyslexia Scotland, University of Leicester, Criminal Justice Alliance, Dyslexia Adult Network, St Mungo's, Empowering Dyslexics and AchieveAbility.

Advocate key evaluation points

- The training was thought to be well focused
- The management of the project is working well with the right balance of structure but flexibility for advocates to make key choices. There is freedom but guidance is at hand
- The programme has empowered the Advocates and enabled them to become more insightful of themselves and others.
- They have developed new skills in: Communications, technology and how to work as a team.
- The teamwork and networking has provided positive experiences and so there are fewer barriers and more skills for resilience

Trustees' Annual Report (continued)

- The group works well, sharing concerns, issues, techniques for short cuts.
- The tools for Advocacy enable the group to work effectively as role models
- The teamwork is excellent as they are like minded people, they are less isolated with the peer support.

All Zoom sessions last 1.5 to 2 hours. There is regular attendance of 20-30 neurodivergent adults drawn primarily from London but also from: Scotland, Wales, Southern and Northern England. A Zoom invite is sent out three days before the event to 200 people on the WFDA database. There are flyers for each event, which are posted on the WFDA web site.

We now have a database of over 200 people who have expressed an interest in this provision. In addition, we use Jiscmail, Facebook and Instagram to raise awareness of our work. Many participants contact us through word of mouth, our partnerships and through the screening service, which can often be a progression route to our Zoom sessions. The screening can be a powerful experience for our participants as the information revealed means gaining much greater knowledge about who they are.

This work has now generated a WhatsApp group to continue and strengthen these voices for advocacy. In short we aim to ensure the LivedIn experience is truly supported by positive role models drawn from our ND community.

WFDA has taken the opportunity to develop its website. Thank you to Jane Walker who continues to support us very well with this work.

Participant quotes

"Through the group I got the opportunity to develop a presentation and deliver it live on a zoom call. As my career to date had not required such skills I had no experience with presentations and had never given a talk, whether live on zoom or anywhere else. Now through this experience I have had the opportunity to learn how to put a presentation together and speak publicly about a subject that I have retrained in and I know will become my new career".

"I have now given 3 presentations to the organisation at work on dyslexia and neurodiversity. Without the WFDA and the Advocacy Group, I am not sure I would have been as confident to do it and also the information I share would not have been as good or impactful. As I was able to share a lot of the experiences I have that are common amongst other dyslexics and neurodivergent people".

"While I have had to actively listen with great care in my work for years, I found this training refreshing, and a great reminder of the value of deeply and wholly listening to someone (as well as oneself), I've been able to hear out a person in quite a few situations in which I may previously have been less tolerant"

Trustees' Annual Report (continued)

"Over my time with WFDA, it has been impactful for all of us who have been lucky enough to find out about WFDA and take part in the group. When I have been talking to advocates when preparing for my presentation, we all say the same thing about how beneficial we find the sessions as often it's just the talking and sharing of personal experiences that we all get so much out of and can relate to"

"I have been able to explore and understand the impact of my diagnosis of dyslexia. This community offer's me a wealth of information and knowledge which has been gathered from individual lived experiences and a professional knowledge base. This process has shown me how each of us builds our resilience. I was able to share my master's dissertation with AchieveAbility. With their help and support this was included in the AchieveAbility e-journal. I had previously felt that my work although it passed was not of an academic standard"

"I can't think of how it can be improved, as Katherine does a great job with all the communications. My hope is that it keeps going for many years to come and that it keeps being online so that myself and other people, who would not easily be able to make it to sessions in person, can online as this is more accessible and inclusive to all".

"This project has been one of the most positive and invaluable experiences I have had the opportunity to take part in because of the confidence it has given me".

Screening is part of the project as we recognise that screening is key to the mental health of neurodivergent adults and therefore is core to our work. We carry out two types of screening.

The first is a screening for dyslexia only which is carried out over the phone. We have processed 112 of these.

The second type of screening is in more depth and carries a range of neurodiverse learning differences including dyslexia, ADHD and autism. This type of screening is completed via Zoom. We have processed 18 of these. After the screening participants receive a report of the outcomes and some recommendations for the future.

People who wish to be screened come to us in a variety of ways. With some it is word of mouth with others it is through our adult groups or through social media including our website. Quite a few people come on the recommendation of their GP or another health professional. People who have been screened are invariably very happy with the process. We receive many positive comments which mention how it has helped them understand their learning differences and how it has helped them to move on as they more fully comprehend how to channel these learning differences into a more constructive outcome. Many of our Advocates have been screened by WFDA and have benefited from this greater knowledge about themselves and their way of thinking.

Trustees' Annual Report (continued)

WORK WITH CHILDREN AND YOUNG PEOPLE

WFDA continue to provide essential support to children and young people who are dyslexic. 8 tutors continued providing excellent in person numeracy and touch-typing lessons and online support classes to 49 students. In the past year WFDA has seen children and young people attending tailor made classes that are engaging, fun and extremely supportive to the children and their families. These students come from a range of areas including those living within the borough of Waltham Forest and beyond such are the benefits of offering an online service.

The tutors at WFDA provide more than literacy and numeracy support, some have been involved with supporting families to secure Educational Health Care Plans (EHCP) and other additional resources that have had significant impact on the type of help and intervention these children receive within their schools and with their academic studies. WFDA classes continue to provide consistent support to children and their families when there are so many changes taking place in their lives and in our global world.

We were able to restart touch-typing classes at Stoneydown Primary School for only one term. Most of the children involved were from the school, as the venue proved hard to access for others.

In July of this year WFDA were approached by a local primary school, offering their venue for free to host our touch-typing classes. This came while the Childrens Programme Manager had submitted a proposal to a local secondary school requesting the use of their ICT suite for WFDA to run touch-typing classes. I am pleased to say that both schools have agreed to allow WFDA to use their premises for free to deliver touch typing lessons to children aged 6 years – 16 years.

One of the touch-typing classes started in September at Henry Maynard Primary School and the second class started in October at Walthamstow School for Girls. Both classes are face to face and provide an opportunity for WFDA to increase the number of children it supports, raise our profile, and foster positive partnership working with our local schools in the community. We are grateful to both schools for their support and hope that these classes will prove beneficial to all the students who attend.

WFDA continues to see an increase in the number of children attending classes who present with mental health challenges, with several of them requiring 1 to 1 support in classes. Last year we took part in training and this year we were able to purchase books with a focus on children mental health and how to support young people who are experiencing mental health challenges. It is important to note that although the tutors are not mental health specialist or counsellors, their support beyond the academic has been valued and appreciated by families whose children attend our

Trustees' Annual Report (continued)

classes and this is largely due to their flexible approach to supporting our young people.

The current climate that we are living in still feels like we are living in unprecedented times with the current cost of living crisis having an impact on those attending classes and WFDA. Last year WFDA saw almost a third of students in receipt of free or reduced cost literacy and numeracy lessons, however this has decreased this year, mainly due to a number of those children coming to the end of their 2- 3-year support with WFDA and therefore leaving. WFDA do still have a few families in receipt of free classes.

As stated in last year's annual report WFDA was in the final year of a 3-year funding from The Three Oaks Trust and Children in Need. Fortunately, the Childrens Programme Manager was able to secure a further £30K over a 3-year period (2022 – 2025) seeing £10K per year for 3 years to support the children's classes. This is from the Three Oaks Trust. Despite this generous support WFDA does require more funding to ensure classes remain open, therefore we are currently in the process of applying for funding with the hope of securing the funds we still need.

Earlier in the year we conducted a survey which revealed just how important and effective WFDA online support classes are to the families. Parents / carers shared just how impactful classes are on the students and their families as can be seen in the following data and comments:

74% of respondents said they had significantly grown in self-confidence at school and remaining 36% said they had started to grow more in confidence because of attending WFDA classes. When asked how WFDA classes help children with finding strategies they can use to positively engage and participate in the classroom 70% saw a significant increase with the remaining 30% saying that they were starting to see progress in this area. As a result of this they felt their resilience was being developed and strengthened. One parent shared:

"WFDA has given my child strategies to use in class and for reading words they would find impossible otherwise".

The children expressed their appreciation of the classes with 100% of them saying they like their online classes. Here are some of the reasons why:

"I enjoy all the games that help me with my memory".

"They (classes) are fun, and I learn at the same time".

Trustees' Annual Report (continued)

"Because they give me strategies to learn and understand and helps me understand my dyslexia and not worry about it and be proud of my strengths".

Parents have also shared their positive views about classes as seen in a couple of the examples below:

"As a single parent that works full time, I would not be able to access these classes if they were face to face, I can work while the class is happening. My child hates schoolwork...; my child's tutor is so very kind and patient, my child really enjoys their sessions. There's no trying to get out of it they are very happy to do them. My child has come so far, they are almost able to give up their reader pen at school which is mind blowing".

"WFDA is a lifesaver, without it my son would be suffering mentally."

"WFDA gives very helpful information and more understanding asking of dyslexia and how I can help my son."

I am sure you will agree that these are really encouraging comments and highlights the positive impact WFDA is having. We thank The Three Oaks Trust and BBC Children in Need for their vital funding for classes. We have continued to receive funds from the Jack Petchey Foundation as part of their Bronze Achievement Award scheme where WFDA receive £300 per award and WFDA receive 3 awards per year.

In summary it has been another successful but financially challenging year, with classes remaining opening and tutors providing a fantastic service. Parents and students have expressed the vital support that classes provide. WFDA has managed to remain solvent, operational, and impactful for over 30 years providing an essential service to the dyslexic community which is expressed in the following comment made by a parent:

"The teaching, time and comment my son gets from his teacher at WFDA is outstanding and without this support I feel my child would be at further disadvantage within education. WFDA gives children the opportunity to learn and be taught in a way that they understand. The education children receive in school does not come close to what WFDA do, it's just a huge shame that this support is not provided to all children with dyslexia. WFDA is a must for any child with Dyslexia."

SUMMER CLUB 2023

The Summer Club 2023 was the fifteenth Summer Club. The first club was held in

Trustees' Annual Report (continued)

2008. During the last sixteen years, the club only failed to run on one occasion. Due to the pandemic, we ran the club online for two consecutive years. We were so happy to return to running the club face-to-face this year.

The main idea of the Summer Club is to support Year 6 students in their transition to secondary school when they become Year 7. Each year, the children enjoy the week and gain confidence in their transition to secondary school.

At the start of the Spring Term invitations to attend the Summer Club went out to all Year 6 children in our WFDA classes. Advertising the Summer Club this year was very challenging. We thank everyone who diligently helped to spread the word about the club.

This year, the club encountered other challenges regarding finding tutors to run some of our sessions. Some of the tutors we normally used were unattainable or were no longer living locally. We successfully arranged new tutors for the cooking, drama, art and sports sessions. Unfortunately, we were unable to have our popular woodwork session.

The club was attended by five girls and five boys. However, one of the students only attended for a day and a half. As this student's attendance was short, he was not asked to participate in our evaluation survey. The students came from varied ethnic backgrounds – parents defined how they saw their ethnic background (see Appendix One). Learning difficulties were defined in the main as dyslexia. One of the students did not have dyslexia but was diagnosed with Developmental Language Delay. Some of the difficulties she experiences overlap with dyslexia.

The students came from eight different primary schools. Four students went to Waltham Forest Primary Schools and will be attending Secondary Schools in the same borough. Three students attended a primary school in Redbridge. One student attended a school in Epping Forest, and another went to a primary school in Newham. These students will attend Secondary Schools in the same borough as the one they attended for primary school, except for two who will be attending school in Tower Hamlets and Redbridge.

The most popular activities were swimming and cooking. During the swimming session, the students were given free time in the pool and were supervised by Sylvestrian Centre staff. Floats were put in the pool, and it was a fun session. The cooking session was run by Carol Cameron, who guided the students in making delicious cookies. They were all able to save some of their cookies and share them with their family.

Trustees' Annual Report (continued)

The art session was run by Terri Timms. In this session, Terri demonstrated a step-by-step guide on how to paint Vincent van Gogh's "Starry Night" painting. The students created fantastic replicas of "Starry Night" on canvas. They were all delighted to take their painting home with them.

The drama session was run by Deana Henry. The students were introduced to various drama techniques, and they were fully engrossed in each activity. The adults also participated in the session and had as much fun as the students. To end the session, the students worked as a group to perform sequential movements to the beat of salsa music.

The sports session was run by Michelle Winter. The students took part in some team games on the grass area. However, when the rain started to fall, the students were brought inside. Michelle used her initiative and created various active memory games for the students to play indoors.

Other activities involved the children choosing their own group names, making a paper chain of their talents and designing their own crest to portray their strengths. The students were also given the opportunity to look at a typical secondary school timetable. They were given an idea of how a two-week timetable works in secondary schools. They were also shown how their day may be set out between different lessons, which would be held in different classrooms with different teachers. In addition, they were shown the type of equipment that they may need for their various lessons and how they could organise themselves for the day. The mentors were invaluable in sharing their knowledge of being in secondary schools and were able to answer questions and allay some of the children's worries.

The main classroom activity involved the students taking turns to read a story relating to starting secondary school. Then, they did hot seating to get a better idea of how the characters were feeling. The children created a storyboard using pictures and short sentences to follow this up.

At the end of the week, there was an awards ceremony, the aim of which was to congratulate the children on their achievements during the week. Each student was given a certificate of attendance. The students also performed a dance they had created and showcased their creative work.

At the end of the transition summer club, we asked the students and the parents to evaluate their experience of the week.

Trustees' Annual Report (continued)

We received positive responses from all nine students who participated in our survey. All students said they enjoyed the overall experience of coming to the Summer Transition Club and feel more positive about transferring to Secondary School since attending the club. Seven out of nine students said their favourite activity was the cooking session. Seven out of nine students said they enjoyed swimming. Three out of nine students said they enjoyed the drama session. Two out of nine students said their favourite session was art; similarly, two out of nine said their favourite session was the timetable task. One student said their favourite session was learning about transitioning to secondary school.

When asked what did we do well and what could we do better, here are some of the student's responses:

"I like that all the teachers participated in all the fun!"

"It is okay, but not as much writing next time."

"The club was amazing and wonderful. I would come here again if I could."

We also received feedback from nine parents. Their feedback was also very positive, with all parents saying that their child enjoyed the week very much and their child felt more positive about going to secondary school as a result of their experience.

When asked if the club provide the support needed by your child and, if not, what would you have liked us to have done differently, here are some of the students' responses:

"Yes, definitely, and my son enjoyed the experience thoroughly."

"Yes, I think so. She seems to be much more confident and less stressed. Again, she really enjoyed the timetable session as she had been worried about this."

"Yes, my daughter loved coming to the course. She has been full of praise for the tutors. She loved meeting new friends. Thank you."

"Yes, they spent time getting to know other children and their experience of dyslexia in the classroom and how it makes them feel. They also learnt different coping strategies that they could use."

"I'm not sure. My daughter has not talked much about the experience. She said she would have liked less writing."

Trustees' Annual Report (continued)

“Overall, he enjoyed the week, but it would be good if there were more sports-oriented activities.”

When asked to comment on any aspects of this week that your child did not enjoy or found difficult, their replies were as follows:

“He didn’t find anything difficult, but he wasn’t keen on the story-writing activity.”

“She seems to have had a wonderful time here and has said that the staff have been so kind and friendly.”

“My daughter was positive about the experience.”

“It was a shame there weren’t more children, but it was also nice that it was a small group who got on well with one another.”

We are truly grateful for the funds transferred from the “Handbook pot” (aka LBWF schools’ fund). This financial support meant that we could offer places at the Summer Transition Club free of charge to families, many of whom could not afford an opportunity like this.

We also thank Lois Hood for her continued support with the club.

HELPLINE

Our helpline team this year was Debra Lewis, Elly Pearce and Lois Hood. The Helpline team provide speedy responses and we give special thanks for the effort and commitment our volunteers show to all those who call or email. It is a time-consuming task, with volunteers taking an average of two enquiries a week - covering anything from general advice for parents wanting to help their children with dyslexia, to how to book a screening. We also have many enquiries from adults, of all ages, who seek support. With regards to adults, the helpline and screenings have largely merged, so that the screening is integrated with the help and advice provided.

SCREENINGS

Our team of screeners this year was Elly Pearce and Kathy Payne (primary), Katherine Marshall (secondary) and Lois Hood (adult). All the team are dyslexia specialists who have completed assessment training, and consequently are able to give a specialist view, rather than just a simple result from the computer programmes or from the other assessment tools used.

As we have continued without suitable premises due to Covid, Elly did 45 primary screenings in her home during the year. On the website, parents are encouraged to

Trustees' Annual Report (continued)

contact Elly Pearce by email. Kathy went into one school to carry out 8 screenings but doesn't feel comfortable to do any at home.

We are continuing to use the LUCID screening tools as before. Primary ones are online.

The hoped-for return to Frederick Bremer hasn't happened so screening in our homes will continue, as the demand is still there. We caught up on our backlog due to Covid but requests are still coming in a regular stream showing this service is still needed. Some of the children screened progress to our online classes. In other cases we can provide information on how to find a tutor or where to get a full diagnostic assessment.

Secondary screening is for students aged 11 - 18. The screening is a much quicker and cheaper option than a full assessment and can be a useful start to understanding the difficulties that the student is experiencing.

Katherine screens from her home, usually on a Monday after school, using the LUCID LASS test for 11 - 15 year olds and LUCID LADS for those aged 16 - 18. Often some extra tests are included. Katherine screened 19 students. There were also a number of calls from parents wanting to talk over the difference between a full assessment and screening. We do seem to be getting referrals from a few particular schools and we will now keep a record of these. Lois has carried out two secondary neurodiverse screenings.

The screening for adults is described in the section on Adult Work.

SAFEGUARDING AND CHILD PROTECTION

Safeguarding and Child Protection and Safeguarding Adults are taken very seriously at WFDA.

Safeguarding is what we do to prevent harm, while child protection is the way in which we respond to harm. Safeguarding is everyone's responsibility, not just those who regularly work with the children and adults.

We have safeguarding and child protection policies and procedure documents, that are regularly updated, with the last update in May 2023. We also have recently approved a new Safeguarding Policy for Adults (September 2023), for our growing work with adults, some of whom would be considered as "adults at risk" (previously known as "vulnerable adults"). There are separate designated safeguarding officers (DSO) for both children and adults and a dedicated email address for safeguarding concerns, which can be found on our website.

Safeguarding is a regular item on the agenda of both trustee and tutor meetings. All tutors and screeners and anyone working with children have enhanced DBS certificates and these are regularly checked and updated. Our umbrella company for DBS checking remains as Atlantic Data. DBSs are valid for 3 years and people are encouraged to sign up to the DBS Update Service so renewals can be easily

Trustees' Annual Report (continued)

checked. There is no legal requirement for DBS screening for those working with the adults that we engage with, as we are not involved in "regulated activities" with them; however our adult lead does have a valid enhanced DBS.

Tutors and screeners receive regular safeguarding training and British Values training, including "on-line safety", as our classes remain mainly online and will do for the foreseeable future. Our tutors and screeners are vigilant in their approach to safeguarding and child protection and this year raised one concern with our DSO, which was successfully actioned through communication with several agencies, including social services and the student's school, resulting in a positive outcome for the student and the student's parent. WFDA continue to monitor the situation whilst the child remains a student of WFDA.

FUNDRAISING

We have not charged for adult screenings but many adults have made voluntary donations. People continued to use the Amazon Smile scheme but Amazon have now stopped running this scheme. Much of our usual fundraising has not taken place since Covid 19. Some of our children's families have also made donations. We are grateful to the 4 people who have recently completed sponsored events for WFDA.

In the section about adult work there is information about funding from the National Lottery. In the section about children's work there is information about funding for the children's classes.

THANK YOU

There are many people to thank for the support they have given over the year. David Pearce has continued to manage our finances, which includes ensuring that people are paid on time. David also processes many other aspects of WFDA administration and so we give him special thanks. We thank all volunteers who help us with our work

TRUSTEES

Waltham Forest Dyslexia Association (WFDA) is a registered charity governed by its constitution as an Association. The constitution sets out the Association's objects as to advance the education of persons who are Dyslexic, provide support and information, and advance the education of the public to make society more dyslexic-friendly.

The honorary officers of the Association and not more than twelve other trustees are elected at the Annual General Meeting of members. The trustees may co-opt other persons to be trustees, provided that the number of co-opted trustees does not exceed one third of the total number of trustees.

We welcome Shân Copeland to the trustee board.

Trustees' Annual Report (continued)

Congratulations to Marcia Brisset-Bailey, who has recently been appointed a trustee of British Dyslexia Association.

RESERVES POLICY

The WFDA Reserves Policy is to maintain sufficient level of reserves to enable normal operating activities to continue should a shortfall in income occur and to take account of potential risks and contingencies that may arise from time to time.

In order to make a judgment on the amount of reserve the Trustees have considered the risks in respect of expenditure, unrestricted income and where appropriate restricted income. Also taken into consideration are any external identified potential major risks to income and expenditure during the year under consideration.

After reviewing our current position the trustees have decided the following:

- WFDA should hold in reserve approximately one year's funding for classes and related activities, which within the current budget period and allowing for grants already agreed, equates to £14,000 (currently £15,282 see note 2)
- The General Fund (currently £14,844 see note 1) is sufficient to provide day to day working capital and allow WFDA to fund new developments.

This policy will be reviewed annually by the trustees.

PUBLIC BENEFIT

The trustees have complied with their duty to have due regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant.

SUMMING UP

As a final note, we would like to thank all our members, parents of our pupils, adults who take part in our adult groups and other friends for their continuing support of our fundraising and other activities. We are also grateful to our members who gift aid their subscriptions and donations enabling us to reclaim tax they have paid. Thank you to you all for your interest, support and commitment to WFDA now and in the future. As I often say to people, WFDA does an enormous amount with limited resources.

Lois Hood
Chair of Trustees
13 November 2023

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2023

Receipts and Payments

2021/22			2022/23				
£	£	£	Note	£	£	£	
Restricted	Unrestricted	Total		Restricted	Unrestricted	Total	
43,285	24,554	67,839		28,279	29,028	57,307	
Balances brought forward							
Receipts							
Donations							
-	413			-	332		
-	1,150			-	363		
-	59			-	53		
Charitable activities							
			Grants received / (refunded)	(7)			
20,250	-		Working with Children and Young People		10,500	-	
(7,086)			London Community Fund - Peabody Community Fund		-	-	
850	-		Jack Petchey achievement award scheme		900	-	
10,885	-		Working with Adults		11,185	-	
Other income							
			Working with Children and Young People				
-	11,669		Tuition		-	11,936	
-	1,805		Screenings		-	3,704	
-	5,480		Working in Schools		-	5,880	
Fundraising							
-	55		Fundraising	(8)	-	73	
Income from investments							
-	39		Interest received		-	541	
24,899	20,670	45,569			22,585	22,882	45,467
476	-	476	HMRC Job Retention Scheme grant		-	-	-
25,375	20,670	46,045	Total Receipts		22,585	22,882	45,467
Funds available							
68,660	45,224	113,884			50,864	51,910	102,774
Payments							
Fundraising							
-	8		Fundraising expenses	(8)	-	1	
Charitable activities							
			Working with Children and Young People				
33,396	7,424		Tuition		23,919	13,127	
-	2,356		Screenings		-	3,869	
-	5,250		Working in Schools		-	3,549	
1,000	723		Jack Petchey achievement award scheme		980	668	
-	-		Transition Summer Club		2,418	-	
5,509	275		Working with Adults		9,347	452	
-	160		Membership and promotion		-	118	
39,905	16,196	56,101		(13)	36,664	21,784	58,448
476	-	476	HMRC Job Retention Scheme grant spent		-	-	-
40,381	16,196	56,577	Total Payments		36,664	21,784	58,448
Balances carried forward							
28,279	29,028	57,307			14,200	30,126	44,326

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2023

Statement of Assets and Liabilities

2022				2023		
£	£	£		Note	£	£
Restricted	Unrestricted	Total			Restricted	Unrestricted
-	14,172	14,172	General Funds	(1)	-	14,844
18,563	14,856	33,419	Working with Children and Young People	(2)	5,144	15,282
550	-	550	Jack Petchey achievement award scheme	(3)	470	-
2,845	-	2,845	LBWF schools' funds	(4)	-	-
180	-	180	Transition Summer Club funds	(5)	607	-
6,141	-	6,141	Working with Adults	(6)	7,979	-
28,279	29,028	57,307		(14)	14,200	30,126
		57,307	Cash at bank and in hand			44,326
		57,307				44,326

Signed on behalf of the Board of Trustees by
Eleanor Pearce - Treasurer
13 November 2023

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2023

Notes to the Receipts and Payments

2021/22			2022/23		
£	£	£	£	£	£
Restricted	Unrestricted	Total	Restricted	Unrestricted	Total
(1) General Funds					
	13,471	13,471		14,172	14,172
	1,145	1,145		1,243	1,243
	(444)	(444)		(571)	(571)
	-	-		-	-
	<u>14,172</u>	<u>14,172</u>		<u>14,844</u>	<u>14,844</u>
(2) Working with Children and Young People					
38,795	11,083	49,878	18,563	14,856	33,419
13,164	19,525	32,689	10,500	21,639	32,139
(33,396)	(15,752)	(49,148)	(23,919)	(21,213)	(45,132)
-	-	-	-	-	-
<u>18,563</u>	<u>14,856</u>	<u>33,419</u>	<u>5,144</u>	<u>15,282</u>	<u>20,426</u>
(3) Jack Petchey achievement award scheme					
700	700		550		550
850	850		900		900
(1,000)	(1,000)		(980)		(980)
<u>550</u>	<u>550</u>		<u>470</u>		<u>470</u>
(4) LBWF Schools' funds					
2,845	2,845		2,845		2,845
-	-		(2,845)		(2,845)
<u>2,845</u>	<u>2,845</u>		<u>-</u>		<u>-</u>
(5) Transition Summer Club funds					
180	180		180		180
-	-		2,845		2,845
-	-		(2,418)		(2,418)
<u>180</u>	<u>180</u>		<u>607</u>		<u>607</u>
(6) Working with Adults					
765	765		6,141		6,141
10,885	10,885		11,185		11,185
(5,509)	(5,509)		(9,347)		(9,347)
<u>6,141</u>	<u>6,141</u>		<u>7,979</u>		<u>7,979</u>

This includes the monthly Adult Group, the Advocacy project and associated screenings

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2023

Notes to the Receipts and Payments (continued)

(7) Summary of Grants received / (refunded)

2021/22 £		2022/23 £
	<i>Jack Petchey achievement award scheme</i>	
850	Jack Petchey Foundation - main scheme	900
	<i>Working with Children and Young People</i>	
10,000	BBC Children in Need - extension grant	-
250	BBC Children in Need - Anna Freud training	-
-	BBC Children in Need - cost of living	500
(7,085)	London Community Fund - Peabody Community Fund (refund)	-
10,000	The Three Oaks Trust	10,000
	<i>Working with Adults</i>	
10,885	The National Lottery Community Fund	11,185
<u>24,900</u>		<u>22,585</u>

(8) Fundraising summary

2021/22				2022/23		
£	£	£		£	£	£
Receipts	Payments			Receipts	Payments	
41	-	41	Amazon Smile	36	-	36
-	-	-	Easyfundraising	37		37
14	-	14	Wedding donations	-	-	-
-	8	(8)	Other - including charges re donations	-	1	(1)
<u>55</u>	<u>8</u>	<u>47</u>	Totals	<u>73</u>	<u>1</u>	<u>72</u>

Supporters have organised two sponsored events which had raised more than £600 as at 31 August 2023

(9) Debtors as at 31 August 2023

2022 £		2023 £
1,260	Due for working in schools	-
<u>1,260</u>		<u>-</u>

(10) Liabilities as at 31 August 2023

2022 £		2023 £
-	Due to HMRC in respect of payroll deductions	-
810	Independent Examiner	840
884	Class fees received in advance	-
-	Transition Summer Club	100
<u>1,694</u>		<u>940</u>

(13) Payments to Trustees

In accordance with the Charities Act and Charity Commission guidance, the trustees have agreed to pay four trustees for services they provide to the charity over and above normal trustee duties. In the year ended 31 August 2023 payments to these four trustees, or a related charity, for services totalled £9,515 (year ended 31 August 2022 four trustees were paid £5,952).

(14) Reserves

In order to ensure continuity of the charity's activities the trustees endeavour to hold sufficient reserves to cover any delay in obtaining grants. The trustees have designated funds as set out in the Trustees' Report.

**Independent Examiner's Report
to the members of the Waltham Forest Dyslexia Association
for the year 1 September 2022 to 31 August 2023**

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed.

It is my responsibility to:

- (1) examine the accounts under section 145 of the Charities Act,
- (2) to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- (3) to state whether particular matters have come to my attention.

Basis of independent examiner's report

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from the 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 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 Charities Act; and
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Acthave not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Zita Derbak MAAT AATQB
Independent Examiners Ltd
Unit 2 The Broadbridge Business Centre
Delling Lane
Bosham
PO18 8NF

14 November 2023

Accounts



**Waltham Forest
Dyslexia Association**
Opening doors for dyslexics since 1989

Report and Accounts for the year ended 31 August 2022

Registered charity: 802993
www.wfda.org.uk

63 Ruby Road
London E17 4RE

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2022

Patrons

David McLoughlin
Benjamin Zephaniah

Trustees

Chair: Lois Hood
Vice-Chair: Katherine Hewlett
Secretary: Siobhan Moore-Lynch
Treasurer: Elly Pearce

Other trustees: Marcia Brisset-Bailey Liz Gentilcore (*to November 2021*)
Katherine Marshall John McMenemy
Sadia Mirza Carol Newnham (*Safeguarding*)

Staff, Tutors, Support & Bank

Children's Programme Manager: Karen Sparkes

Class Tutors: Dawn Budd Justine Gilbert
Maxine Johnson Rosemary Jolliffe
Kathy Payne Sheena Penfold
Linda Witham

Screening: Lois Hood Katherine Marshall
Kathy Payne Elly Pearce

Adult Groups: Marcia Brisset-Bailey Katherine Hewlett
Lois Hood Sadia Mirza

Website: Jane Walker

Helpline Volunteers: Lois Hood Debra Lewis
Elly Pearce Michelle Rock (*to May 2022*)

Finance Volunteer: David Pearce

Bank: CAF Bank, West Malling, Kent

Trustees' Report

INTRODUCTION

This year has been yet another unusual year for WFDA. Restrictions as a result of Covid 19 have been lifted but we have continued to work online both for our children's classes and for our adult work. We have continued online with the children's classes mostly because parents/carers have wished to continue in this way but also because our work has developed and some of our families live a good distance from Waltham Forest. Our adult work has stayed online again because many of our adults live outside Waltham Forest.

I want to take this opportunity to thank my fellow trustees, colleagues, staff, volunteers, children and their parents who use our services for their time, dedication, commitment and effort – it's because of them that WFDA has managed to keep our services running successfully.

WORKING WITH ADULTS

Over this financial year from November 2021 to November 2022, the WFDA has continued to deliver the adult services as a virtual provision on Zoom. When lockdown happened in March 2020, we transferred all adult provision to the preferred virtual platforms of Zoom or Teams. We were successful in receiving funds from The National Lottery Community Fund for £11,000 per year to set up this virtual delivery from February 2022 to February 2024 (£22,000). This is for an Advocacy Programme supporting the mental health of neurodivergent (ND) adults to include screening. This is a partnership project delivered by the WFDA and AchieveAbility (AA). The purpose of the programme is to bring ND people together and build strong relationships in and across communities. And to enable more people to fulfil their potential by working to address issues at the earliest possible stage.

During this financial year the following services have been delivered on a voluntary basis: the helpline and the monthly Adult Meetups and the monthly Advocate talks and screening. The numbers of participants and service users have grown exponentially, and even include national and international attendees for the monthly meetups. People can either regularly attend the sessions or drop into their session of preference. Although this has been delivered on a voluntary basis we are still able to provide our services free of charge, which makes them fully accessible. For all the work, people can be referred to or from our screening service and helpline. We are therefore providing a unique service, which is not replicated anywhere else in the UK. This means we have Zoom sessions happening two times a month. The Adult Meetups are for more formal talks by invited external speakers while the Advocate sessions are a learning platform for the development of soft skills. The

Adult Meetups have drawn key experts in the field such as Professor Amanda Kirby CEO from “Do It Solutions” and Atif Choudhury CEO from DNA. We would like to thank all our speakers for their time given on a voluntary basis. The full programme can be accessed on this link:

<https://wfda.org.uk/wp-content/uploads/2022/08/meet-ups-2022.jpg>

Advocates have been recruited from our participants who attend the Adult Meetups. There are nine advocates drawn from a wide range of experiences and backgrounds. The gender mix is much more female. Recruitment was about self-advocacy to the project leader therefore Advocates were accepted on a first come first served basis. All Advocates are assessed as being neurodivergent. The Advocate programme is the result of our increasingly inclusive approach to actively encourage our participants to deliver a talk and can include an exciting new approach called the “Open Mic” session. All sessions can be recorded with consent and the film is then circulated with any presentation slides. As we have many enquiries for our recordings, these are then transferred to either YouTube or Vimeo. The topics for the Advocates in 2022 are:

13 April	Robert lead on "Managing Metal Health"
11 May	Becky lead on "My Journey in Managing my Manager"
15 June	Sadia lead on "Mindfulness"
13 July	Rose lead on "Listening"
19 September	Alicia lead on "Managing Inner Emotions"
19 October	Maddie lead on "Dealing with Self-Employment"
16 November	Linda lead on “Resilience in the Workplace”
14 December	Emma leads on “Overcoming addiction and trauma in ND”

Each Advocate is allocated 13 hours for the year to lead on one session, to support one other advocate in their session. To contribute to Zoom discussions, share knowledge and to support other participants at the Zoom talks.

An evaluation meeting was held on 7 August with five Advocates in attendance. The Focus group lasted for one hour and was facilitated by the WFDA Adult safeguarding officer. As a result, the WFDA Adult safeguarding policy has been updated. The evaluation showed the project was meeting the outcomes of the funders, which is to: Involve communities and people from the start, build on strengths, connect with the community.

Advocate Feedback

- The combination of the screening for neurodivergent conditions, then referral to the adult group work was considered excellent.
- The training was thought to be well focused

- The management of the project is working well with the right balance of structure but flexibility for advocates to make key choices. There is freedom but guidance is at hand
- The programme has empowered the Advocates and enabled them to become more insightful of themselves and others.
- They have developed new skills in: Communications, technology and how to work as a team.
- The teamwork and networking have provided positive experiences and so there are fewer barriers and more skills for resilience
- The group works well, sharing concerns, issues, techniques for short cuts.
- The tools for Advocacy enable the group to work effectively as role models
- The teamwork is excellent as they are like-minded people, they are less isolated with the peer support.

Screening is part of the project as we recognise that screening is key to the mental health of neurodivergent adults and therefore is core to our work. We carry out two types of screening. The first is a screening for dyslexia only which is carried out over the phone. Between February and July 2022, we have processed 63 of these.

The second type of screening is in more depth and covers a range of neurodiverse learning differences including dyslexia, ADHD and autism. This type of screening is completed via Zoom. Between February and July 2022, we have processed 21 of these. After the screening participants receive a report of the outcomes and some recommendations for the future.

People who wish to be screened come to us in a variety of ways. With some it is word of mouth with others it is through our adult groups or through social media including our website. Quite a few people come on the recommendation of their GP or another health professional. People who have been screened are invariably very happy with the process. We receive many positive comments which mention how it has helped them understand their learning differences and how it has helped them to move on as they more fully comprehend how to channel these learning differences into a more constructive outcome. Many of our Advocates have been screened by the WFDA and have benefited from this greater knowledge about themselves and their way of thinking.

All Zoom sessions last 1.5 to 2 hours. There is regular attendance of 20-30 neurodivergent adults drawn primarily from London but also from: Scotland, Wales, Southern and Northern England. A Zoom invite is sent out three days before the event to 200 people on the WFDA database. There are flyers for each event, which are posted on the WFDA web site.

We now have a database of over 200 people who have expressed an interest in this provision. In addition, we use Jiscmail, Facebook and Instagram to raise awareness

of our work. Many participants contact us through word of mouth, our partnerships and through the screening service, which can often be a progression route to our Zoom sessions. The screening can be a powerful experience for our participants as the information revealed means gaining much greater knowledge about who they are.

This work has now generated a WhatsApp group to continue and strengthen these voices for advocacy. In short, we aim to ensure the LivedIn experience is truly supported by positive role models drawn from our ND community.

To support all this the WFDA have set up a Social Media group. The team consists of three trustee members and an associate member who supports the dissemination of this work. In addition, WFDA has taken the opportunity to develop its website. Thank you to Jane Walker who continues to support us very well.

Participant quotes:

‘Through the adult work I have been able to join the sessions even though I live in Wales. Everyone is 100% friendly and supportive. We share our thoughts on coping and how we have dealt with difficult situations. The group has given me the confidence to celebrate being dyslexic, the skills to work to my strengths. I am not stupid I just see things differently ‘

‘A fantastic group of people willing to share experience and tips on things that have helped them. So glad I have joined this group. The talks and group discussion are truly inspiring and as a dyslexic person I cannot recommend this work enough ‘

The Adult Services Team includes: - Dr Katherine Hewlett, Lois Hood, Marcia Brissett- Bailey, Sadia Mirza

WORKING WITH CHILDREN AND YOUNG PEOPLE

I am pleased to say that WFDA has come through the challenges posed by the Covid climate. As a charity we continue to provide essential support to children and young people who are dyslexic. Between September 2021 – July 2022 six tutors continued providing excellent literacy and numeracy support classes to over 45 students via the online platform of Zoom. In the past year WFDA has seen children and young people attending tailor made classes that are engaging, fun and extremely supportive to the children and their families. These students come from a range of areas including those living within the borough of Waltham Forest to as far as Norway – such are the benefits of offering an online service.

The tutors at WFDA provide more than literacy and numeracy support, some have been involved with supporting families to secure Educational Health Care Plans

(EHCP) and other additional resources that have had significant impact on the type of help and intervention these children receive within their schools and in their academic studies. WFDA classes continue to provide that consistent support to children and their families when there are so many changes taking place in their lives and in our global world.

Between June – July 2022 WFDA was able to offer free in person touch typing classes for 5 weeks. These lessons took place at Frederick Bremer school, who kindly let us use their computer room to facilitate the sessions. There was hope that these touch-typing classes would continue this academic year, however Frederick Bremer is currently reviewing the usage of their building out of normal school hours and as such are closed to external agencies including WFDA for the time being. This means that touch typing classes will be on hold and support classes will have to remain online.

Post Covid, WFDA has seen and continues to see the number of children attending classes who present with mental health challenges increasing, with several of them requiring 1 to 1 support in classes. Thanks to funding from BBC Children in Need some of the tutors were able to participate in a short online taster/introductory programme which aimed to highlight some of the key aspects and principles to support young people with mental health issues. Although the tutors are not mental health specialist or counsellors, their support beyond the academic has been noticeably appreciated and this is largely due to their flexible approach to supporting our young people.

One parent shared the following comment:

“Before WFDA my child spent most of their lesson time feeling terrified and trying to make themselves not seen. Their self-esteem was so low. WFDA has enabled them to do the best they can in lessons, and they are [now] confident to speak up and be seen in class”.

It still feels like we are still living in unprecedented times with the current cost of living crisis having an impact on those attending classes and WFDA. Almost a third of students are now in receipt of free or reduced cost literacy and numeracy lessons. Whilst it is good that we can provide this, there is a negative financial impact on WFDA as we continue to see a decline in financial contributions received from families attending classes. WFDA are in the final year of our 3 – year funding from The Three Oaks Trust and Children in Need – therefore the focus now needs to be on securing more funds to ensure the sustainability of children’s classes that is so needed as expressed in the views shared in a survey that I conducted earlier this year.

The survey revealed just how important and effective the WFDA online support classes are to the families, as seen in the following:

91% of respondents said they had gained increased self-confidence in school as well as generally because of attending WFDA classes, one person stated:

'X's confidence is 100 % improved since lockdown which knocked them back'

When asked how WFDA classes help children with finding strategies they can use to positively engage and participate in the classroom 45% saw a significant increase with the remaining 55% saying that they were starting to see progress in this area.

Quotes from parents / carers:

'WFDA is a resource that so many families are able to access; families that may not have the financial resources available for tuition. They are able to teach young people the strategies needed to be resilient in the classroom'.

"Noticeable difference regarding belief in self and ability to contribute to sessions without fearing rejection / failure"

"We've noticed how positively the classes have impacted Child B – they are much more willing to read various books now and have been much more confident doing their schoolwork independently.... It's been great having the classes continue remotely over zoom".

"WFDA classes has helped increased C's confidence by making them feel like they are more normal - and more like other kids"

The children have also appreciated the classes. Here are some of their views: When asked by their tutor's the children said that the help, they receive from WFDA has helped them understand what they are doing in class. Their teachers have commented on their understanding and some children even received more challenging work in class as result of their improved understanding.

"I like the relaxed atmosphere in the WFDA classes which have increased my confidence in reading out aloud".

"The classes have given me tricks (strategies) to help remember spellings. I have found this useful in school when I've had spelling tests... "

"Spelling and handwriting are difficult - going to my WFDA classes has helped me out and avoid blockers at school!"

I am sure you will agree that these are really encouraging comments and highlights the positive impact we are having. We thank The Three Oaks Trust and BBC Children in Need for their vital funding for classes. We have continued to receive

funds from the Jack Petchey Foundation as part of their Bronze Achievement Award scheme which has seen an increase from £250 to £300 per award and WFDA receive 3 awards per year.

In summary it has been another successful year, with classes remaining online and tutors providing a fantastic service. Parents and students have expressed the vital support that classes provide and as a charity we have the important task of securing funds to ensure the sustainability of WFDA Children's classes.

SUMMER CLUB

We were not able to run the Summer Club this summer – the first time since 2008. The reason for this was that Forest School was not able to host the club and we felt that it does not work having the club online.

PEABODY PROJECT

We began a new project on the Peabody Estate in November 2019. This project was for children on the estate to receive free literacy lessons. Unfortunately, we were not able to carry on after March 2020 because of Covid. We were hoping that to restart the project in October 2021 but, unfortunately, one of the original tutors was no longer able to take part in the project and we could not find another tutor. Very reluctantly we decided to close this project.

HELPLINE

Our helpline team this year was Debra Lewis and Lois Hood; Michelle Rock was one of the team until May 2022 but due to her personal circumstances, she could not carry on. The Helpline team provide speedy responses and we give special thanks for the effort and commitment our volunteers show to all those who call. It is a time-consuming task, with volunteers taking an average of two calls a week - covering anything from general advice for parents wanting to help their children with dyslexia, to how to book a screening. We also have many calls from adults, of all ages, who seek support. With regards to adults, the helpline and screenings have largely merged, so that the screening is integrated with the help and advice provided. Elly Pearce has dealt with email enquiries, approximately 2 a week.

SCREENINGS

Our team of screeners this year was Elly Pearce and Kathy Payne (primary), Katherine Marshall (secondary) and Lois Hood (adult). All the team are dyslexia specialists who have completed assessment training, and consequently are able to give a specialist view, rather than just a simple result from the computer programmes or from the other assessment tools used.

As we have continued without suitable premises due to Covid, Elly resumed screenings in her home in May 2022 and did 9 before the end of the summer term. On the website, parents are encouraged to contact Elly Pearce by email. In some cases, she has spoken to parents and given ideas of how to work with schools or to progress to full assessment. Kathy went into one school in the Autumn to carry out screenings but doesn't feel comfortable to do any at home.

Katherine Marshall has carried out 34 secondary screenings from her home during the year and expects this to continue.

Some of the screening tools we have used for the last 10 years have now been updated and gone online. These are the programmes for primary children, Rapid, Lass Junior and COPS. Kathy and Elly have successfully made the transfer to using these. The Lass Secondary continues to be available as a stand-alone and Katherine has this on her computer (download rather than disc). She also has the LADS programme for 16 years up. Both have been recently renewed for another year.

The hoped-for return to Frederick Bremer hasn't happened so screening in our homes will continue, as the demand is still there. We are still catching up after Covid so both have a waiting list. The primary list has 20 children which will probably keep us going till Christmas.

Screening for adults has continued either online via Zoom or over the phone. Between September 2021 and August 2022 there have been over one hundred of the shorter screenings for dyslexia. There have also been over thirty of the longer screenings for neurodiversity. Adults screened are always very grateful for the service they receive. One comment often made is that they now understand how their learning differences affect their daily life and this enables them to deal with tasks more effectively.

FUNDRAISING

We have not charged for adult screenings, but many adults have made voluntary donations. People have continued to use the Amazon Smile scheme but much of our usual fundraising (eg quiz night) has not taken place because of Covid 19. Some of our children's families have also made donations.

In the section about adult work there is information about funding from the National Lottery. In the section about children's work there is information about funding for the children's classes.

THANK YOU

There are many people to thank for the support they have given over the year. David Pearce has continued to manage our finances, which includes ensuring that people are paid on time. David also processes many other aspects of WFDA administration and so we give him special thanks. We thank all volunteers who help us with our work.

TRUSTEES

Waltham Forest Dyslexia Association (WFDA) is a registered charity governed by its constitution as an Association. The constitution sets out the Association's objects as to advance the education of persons who are Dyslexic, provide support and information, and advance the education of the public to make society more dyslexic-friendly.

The honorary officers of the Association and not more than twelve other trustees are elected at the Annual General Meeting of members. The trustees may co-opt other persons to be trustees, provided that the number of co-opted trustees does not exceed one third of the total number of trustees.

We were sad to say goodbye to Liz Gentilcore as a trustee in November 2021.

RESERVES POLICY

The WFDA Reserves Policy is to maintain sufficient level of reserves to enable normal operating activities to continue should a shortfall in income occur and to take account of potential risks and contingencies that may arise from time to time.

In order to make a judgment on the amount of reserve the Trustees have considered the risks in respect of expenditure, unrestricted income and where appropriate restricted income. Also taken into consideration are any external identified potential major risks to income and expenditure during the year under consideration.

After reviewing our current position the trustees have decided the following:

- WFDA should hold in reserve approximately one year's funding for classes and related activities, which within the current budget period and allowing for grants already received, equates to £14,000 (currently £14,856 see note 2)
- The General Fund (currently £14,172 see note 1) is sufficient to provide day to day working capital and allow WFDA to fund new developments.

This policy will be reviewed annually by the trustees.

PUBLIC BENEFIT

The trustees have complied with their duty to have due regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant.

SUMMING UP

As a final note, we would like to thank all our members, parents of our pupils, adults who take part in our adult groups and other friends for their continuing support of our fundraising and other activities. We are also grateful to our members who gift aid their subscriptions and donations enabling us to reclaim tax they have paid. Thank you to you all for your interest, support, and commitment to WFDA now and in the future. As I often say to people, WFDA does an enormous amount with limited resources.

Lois Hood
Chair
1 November 2022

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2022

Receipts and Payments

2020/21			2021/22			
£	£	£	Note	£	£	£
Restricted	Unrestricted	Total		Restricted	Unrestricted	Total
43,144	23,679	66,823		43,285	24,554	67,839
Balances brought forward						
Receipts						
Donations						
-	447		Membership	-	413	
-	8,495		Donations	-	1,150	
-	446		Tax recovered on gift-aided subscriptions and donations	-	59	
Charitable activities						
Grants received / (refunded)			(8)			
40,750	-		Working with Children and Young People	20,250	-	
4,680			London Community Fund - Peabody Community Fund	(7,086)	-	
1,750	-		Jack Petchey achievement award scheme	850	-	
(6,570)	-		Young Londoners - Inspire	-	-	
-	-		Working with Adults	10,885	-	
Other income						
Working with Children and Young People						
-	-		Tuition	-	11,669	
-	320		Screenings	-	1,805	
-	7,440		Working in Schools	-	5,480	
Fundraising						
-	576		Fundraising	(9)	-	55
Income from investments						
-	6		Interest received	-	39	
40,610	17,730	58,340		24,899	20,670	45,569
7,656	-	7,656	HMRC Job Retention Scheme grant	476	-	476
48,266	17,730	65,996	Total Receipts	25,375	20,670	46,045
91,410	41,409	132,819	Funds available	68,660	45,224	113,884
Payments						
Fundraising						
-	10		Fundraising expenses	(9)	-	8
Charitable activities						
Working with Children and Young People						
26,597	7,721		Tuition	33,396	7,424	
-	1,374		Screenings	-	2,356	
161	6,821		Working in Schools	-	5,250	
1,250	442		Jack Petchey achievement award scheme	1,000	723	
1,015	41		Transition Summer Club	-	-	
2,514	100		Young Londoners - Inspire	-	-	
8,932	193		Working with Adults	5,509	275	
-	153		Membership and promotion	-	160	
40,469	16,855	57,324		39,905	16,196	56,101
7,656	-	7,656	HMRC Job Retention Scheme grant spent	476	-	476
48,125	16,855	64,980	Total Payments	40,381	16,196	56,577
43,285	24,554	67,839	Balances carried forward	28,279	29,028	57,307

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2022

Statement of Assets and Liabilities

2021				2022			
£	£	£		Note	£	£	£
Restricted	Unrestricted	Total			Restricted	Unrestricted	Total
-	13,471	13,471	General Funds	(1)	-	14,172	14,172
38,795	11,083	49,878	Working with Children and Young People	(2)	18,563	14,856	33,419
700	-	700	Jack Petchey achievement award scheme	(3)	550	-	550
2,845	-	2,845	LBWF schools' dyslexia handbook and training	(4)	2,845	-	2,845
180	-	180	Transition Summer Club funds	(5)	180	-	180
-	-	-	Young Londoners - Inspire	(6)	-	-	-
765	-	765	Working with Adults	(7)	6,141	-	6,141
43,285	24,554	67,839		(13)	28,279	29,028	57,307
		67,839	Cash at bank and in hand				57,307
		67,839					57,307

Signed on behalf of the Board of Trustees by
Eleanor Pearce - Treasurer
1 November 2022

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2022

Notes to the Receipts and Payments

2020/21			2021/22		
£	£	£	£	£	£
Restricted	Unrestricted	Total	Restricted	Unrestricted	Total
(1) General Funds					
	15,796	15,796		13,471	13,471
	1,670	1,670		1,145	1,145
	(495)	(495)		(444)	(444)
	<u>(3,500)</u>	<u>(3,500)</u>		<u>-</u>	<u>-</u>
	<u>13,471</u>	<u>13,471</u>		<u>14,172</u>	<u>14,172</u>
(2) Working with Children and Young People					
19,962	7,883	27,845	38,795	11,083	49,878
45,430	16,060	61,490	13,164	19,525	32,689
(26,597)	(16,360)	(42,957)	(33,396)	(15,752)	(49,148)
-	3,500	3,500	-	-	-
<u>38,795</u>	<u>11,083</u>	<u>49,878</u>	<u>18,563</u>	<u>14,856</u>	<u>33,419</u>
(3) Jack Petchey achievement award scheme					
1,200	1,200		700		700
1,750	1,750		850		850
(1,250)	(1,250)		(1,000)		(1,000)
(1,000)	(1,000)		-		-
<u>700</u>	<u>700</u>		<u>550</u>		<u>550</u>
(4) LBWF schools' dyslexia handbook and training					
3,006	3,006		2,845		2,845
(161)	(161)		-		-
<u>2,845</u>	<u>2,845</u>		<u>2,845</u>		<u>2,845</u>
(5) Transition Summer Club funds					
195	195		180		180
-	-		-		-
1,000	1,000		-		-
(1,015)	(1,015)		-		-
<u>180</u>	<u>180</u>		<u>180</u>		<u>180</u>
(6) Young Londoners - Inspire					
9,084	9,084				
(6,570)	(6,570)				
(2,514)	(2,514)				
<u>-</u>	<u>-</u>				
(7) Working with Adults					
9,697	9,697		765		765
-	-		10,885		10,885
(8,932)	(8,932)		(5,509)		(5,509)
<u>765</u>	<u>765</u>		<u>6,141</u>		<u>6,141</u>

This includes the monthly Adult Group, the Advocacy project and associated screenings

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2022

Notes to the Receipts and Payments (continued)

(8) Summary of Grants received / (refunded)

2020/21 £		2021/22 £
	<i>Jack Petchey achievement award scheme</i>	
750	Jack Petchey Foundation - main scheme	850
1,000	Jack Petchey Foundation - leader award	-
	<i>Working with Children and Young People</i>	
10,000	BBC Children in Need - main grant	-
-	BBC Children in Need - extension grant	10,000
-	BBC Children in Need - Anna Freud training	250
4,680	London Community Fund - Peabody Community Fund (refund)	(7,086)
10,000	The Three Oaks Trust	10,000
20,750	UK Youth	-
	<i>Young Londoners - Inspire</i>	
(6,570)	Mayor's Young Londoners Fund (refund)	-
	<i>Working with Adults</i>	
-	The National Lottery Community Fund	10,885
<u>40,610</u>		<u>24,899</u>

(9) Fundraising summary

2020/21				2021/22		
£	£	£		£	£	£
Receipts	Payments			Receipts	Payments	
59	-	59	Amazon Smile	41	-	41
423	-	423	Henry Maynard School "Wear Red for Dyslexia Day"	-	-	-
94	-	94	Wedding donations	14	-	14
-	10	(10)	Other - including charges re donations	-	8	(8)
<u>576</u>	<u>10</u>	<u>566</u>	Totals	<u>55</u>	<u>8</u>	<u>47</u>

(10) Debtors as at 31 August 2022

2021 £		2022 £
-	Due for working in schools	1,260
<u>-</u>		<u>1,260</u>

(11) Liabilities as at 31 August 2022

2021 £		2022 £
-	Due to HMRC in respect of payroll deductions	-
798	Independent Examiner	810
711	Class fees received in advance	884
200	Awards evening expenses	-
<u>1,709</u>		<u>1,694</u>

(12) Payments to Trustees

In accordance with the Charities Act and Charity Commission guidance, the trustees have agreed to pay four trustees for services they provide to the charity over and above normal trustee duties. In the year ended 31 August 2022 payments to these four trustees, or a related charity, for services totalled £5,952 (year ended 31 August 2021 eight trustees were paid £14,503).

(13) Reserves

In order to ensure continuity of the charity's activities the trustees endeavour to hold sufficient reserves to cover any delay in obtaining grants. The trustees have designated funds as set out in the Trustees' Report.

**Independent Examiner's Report
to the members of the Waltham Forest Dyslexia Association
for the year 1 September 2021 to 31 August 2022**

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed.

It is my responsibility to:

- (1) examine the accounts under section 145 of the Charities Act,
- (2) to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- (3) to state whether particular matters have come to my attention.

Basis of independent examiner's report

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from the 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 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 Charities Act; and
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Acthave not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

J Irvinesmith FCIE
Independent Examiners Ltd
7 November 2022

Accounts



**Waltham Forest
Dyslexia Association**
Opening doors for dyslexics since 1989

Report and Accounts for the year ended 31 August 2021

Registered charity: 802993
www.wfda.org.uk

63 Ruby Road
London E17 4RE

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2021

Patrons

David McLoughlin
Benjamin Zephaniah

Trustees

Chair: Lois Hood
Vice-Chair: Katherine Hewlett
Secretary: Siobhan Moore-Lynch
Treasurer: Elly Pearce

Other trustees:

Marcia Brisset-Bailey	Craig Cooper (<i>to Nov 2020</i>)
Jessica Cooper (<i>to Nov 2020</i>)	Liz Gentilcore
Margaret Heath (<i>to Nov 2020</i>)	Katherine Marshall
John McMenemy	Sadia Mirza
Carol Newnham (<i>Safeguarding</i>)	John Timms (<i>to Nov 2020</i>)

Staff, Tutors, Support & Bank

Children's Programme Manager: Karen Sparkes

Class Tutors:

Dawn Budd	Justine Gilbert (<i>from Sept 2021</i>)
Maxine Johnson	Rosemary Jolliffe
Carol Newnham (<i>to Jul 2021</i>)	Kathy Payne
Sheena Penfold	Linda Witham

Screening:

Lois Hood	Katherine Marshall
Kathy Payne	Elly Pearce

Transition Summer Club:

Maxine Johnson	Kathy Payne
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Adult Groups:

Marcia Brisset-Bailey	Liz Gentilcore
Katherine Hewlett	Lois Hood
Sadia Mirza	

Website:

Jane Walker

Helpline Volunteers:

Lois Hood	Debra Lewis
Elly Pearce	Michelle Rock

Finance Volunteer:

David Pearce

Bank:

CAF Bank, West Malling, Kent

Trustees' Report

INTRODUCTION

This year has been another unusual year as Covid 19 has continued to face us with challenges as well as new opportunities. We began the year with our children's classes, screenings and adult work all running online or over the phone. Because we have such a fantastic team of people, we have been able to keep our services running as well as our services having developed in various ways. We have also been successful in gaining funds which were offered during Covid 19; these funds have been very important in supporting our activities. We have received extra funding from Jack Petchey and UK Youth.

I want to take this opportunity to thank my fellow trustees, colleagues, staff, volunteers, children and their parents who use our services for their time, dedication, commitment and effort – it's because of them that WFDA has managed to keep our services running successfully during this challenging time.

ADULT WORK

WFDA has continued to deliver the adult services as a virtual provision on Zoom. When lockdown happened in March 2020, we transferred all adult provision to the preferred virtual platforms of Zoom or Teams. We were successful in receiving funds from the National Lottery, Covid Emergency fund, for £11,000 to set up this virtual delivery from July to December 2020, at that time the National Lottery kindly allowed us to use the balance of the grant to enable us to continue to fund our adult screening services to June 2021.

The following services have been delivered on a voluntary basis: the helpline, the monthly Adult Meetups, and in 2021 the Next Step course, which has happened every two weeks. The numbers of participants and service users have grown exponentially, and even include national and international attendees for the monthly meetups. Since this has been delivered on a voluntary basis we are still able to provide our services free of charge, which makes them fully accessible. For the Next Step course, people are referred from our screening service and helpline and come from across the UK. We are therefore providing a unique service, which is not replicated anywhere else in the UK

This means we have sessions happening three times a month. The Adult Meetups are for more formal talks by invited speakers while the Next Step sessions are a learning platform for the development of skills for education, training or the workplace. People can either regularly attend the sessions or drop into their session of preference. For the Next Step work some topics have been: Visual memory and Reading, Structured writing and note taking, Technology, Education and training, Communications, Managing the workplace and Emotional intelligence. Increasingly the Next Step has taken a more inclusive approach to actively encourage our participants to deliver a talk and includes an exciting new approach called the "Open

Mic" session. These are short ten-minute TED style talks on a subject speakers feel passionate about. Sessions are recorded with consent and the film is then circulated with any presentation slides. As we have many enquiries for our recordings, these are then transferred to either Youtube or Vimeo. Some of the topics chosen by participants to speak to have been: Wellbeing, Self-esteem, Experiences of New Zealand, Managing the workplace and My journey and Dyslexia and Autism. We now have a database of over 200 people who have expressed an interest in this provision. In addition, we use Jiscmail, Mailchimp, Facebook and Instagram to raise awareness of our work. Many participants contact us through word of mouth, our partnerships and through the screening service, which can often be a progression route to our Zoom sessions. The screening can be a powerful experience for our participants as the information revealed means gaining much greater knowledge about who they are.

This work has now generated a WhatsApp group to continue and strengthen these voices for advocacy. In short, we aim to ensure the LivedIn experience is truly supported by positive role models drawn from our ND community. We have now applied for funding to the National Lottery as a partnership bid and we wait to hear the outcome. This funding is for two years across all of the adult work. During Dyslexia Awareness Week, information about this work will feature in the BDA Contact Magazine for October 2021 (courtesy of Marcia Brissett- Bailey).

To support all this work the WFDA have set up a Social Media group. The team consists of three trustee members and an associate member who supports the dissemination of this work. In addition, WFDA has taken the opportunity to develop its website. Thank you to Jane Walker who continues to support us very well with the website.

Participant quotes:

'Through the adult work I have been able to join the sessions even though I live in Wales. Everyone is 100% friendly and supportive. We share our thoughts on coping and how we have dealt with difficult situations. The group has given me the confidence to celebrate being dyslexic the skills to work to my strengths. I am not stupid I just see things differently '

'A fantastic group of people willing to share experience and tips on things that have helped them. So glad I have joined this group. The talks and group discussion are truly inspiring and as a dyslexic person I cannot recommend this work enough '

Dr Katherine Hewlett has run the Adult Services with a team of helpers including: Liz Gentilcore, Lois Hood, Marcia Brissett- Bailey, Sadia Mirza and Siobhan Moore-Lynch

WORK WITH CHILDREN

Between September 2020 – July 2021 seven tutors continued to teach online support classes to thirty-seven children. The pandemic has meant that the children have had to deal and adapt to so many changes in their education and lives this year, but I am pleased to say that WFDA was there to provide essential support.

The tutors at WFDA often went over and beyond their role as tutors, becoming a listening ear for both the children and parents and a positive constant presence during a time where confusion and change were daily challenges for the children and their families.

Whilst our class numbers have decreased slightly as we have not been able to offer touch-typing classes, we have been able to extend our reach and tutor children out of the borough and in some cases out of London. Online learning and tutoring have no geographical barriers which is one the great benefits we have found in our new way of working! Going forward it is hoped that WFDA will be able to deliver a combination of both face to face and online classes, as well as re-instating our touch-typing lessons, however this is all dependent on the restrictions being lifted and the security that we can do so safely and without risk to our students, tutors, families, and staff.

Parents and carers have really appreciated the work we have been doing. Here are some positive comments:

"We've noticed how positively the classes have impacted Child D - he is much more willing to read various books now and has been much more confident doing his schoolwork independently during lockdown. It's been great having the classes continue remotely over zoom, and the resources pack that was delivered provided a lovely boost."

"We were very happy to find WFDA. Child A was home-schooled when we heard about these lessons. They couldn't attend school anymore as mainstream education couldn't support what they needed. Teachers and staff at WFDA are amazing and they changed my child's life. Child A is back at school and is a happy little child again."

"WFDA classes have helped increase C's confidence by making her feel like she's more normal - she's more like other kids."

The children have also appreciated the classes. Here are some comments from them:

"I like the relaxed atmosphere in the WFDA classes which have increased my confidence in reading out aloud."

"The classes have increased my confidence in doing writing tasks online which I found really difficult at the beginning of lockdown."

"The classes have given me tricks (strategies) to help remember spellings. I have found this useful in school when I've had spelling tests... "

In March 2021 a survey was conducted amongst the parents whose children attend WFDA online classes. One question asked 'Can you describe WFDA by completing this statement using your own words. WFDA is.....' Below are some of the responses we received (there were many more): WFDA is....

“Like a superhero costume. It protects and equips the kids with extra skills but most of all it makes the kid inside just that bit cooler.”

“A caring, welcoming charity service that is vital to support the needs of children with dyslexia. I feel blessed that we have been able to use this service.... Kind, compassionate people who frankly deserve a medal!”

“A lifeline for my daughter. She has learnt that being dyslexic does not mean that she is alone.”

“A key contributor to the success of many children with dyslexia by providing supportive, nurturing, and encouraging learning experiences specifically tailored to the child's level and ability, and giving children with dyslexia the tools and self-belief to enable them to reach their full potential.”

“A charity that truly supports dyslexic children without discrimination or prejudice. WFDA are the only people who have made an effort with my son in lockdown.”

“A wonderful charity supporting children to overcome their specific learning difficulties and enable them to achieve in a world set up for non-dyslexics.”

A special thanks to our Class Coordinator, Karen Sparkes, who was on furlough from May 2020 and partially furloughed from September 2020 to September 2021. This arrangement has meant that we have been able to save some of our valuable funds to keep the classes going but it did have financial implications for Karen and her family.

Before lockdown, we had seven students who received classes without making a payment. From April 2020 to October 2021 all our online classes were offered free of charge. We do ask for voluntary donations if families can manage it but it has been important to us to offer classes to all those who would like them regardless of their financial situation.

We thank The Three Oaks Trust, BBC Children in Need and UK Youth for their vital funding for classes. We have continued to receive funds from the Jack Petchey Foundation as part of their “Achievement Award” scheme.

SUMMER CLUB

The Summer Club 2021 was the fourteenth Summer Club; the first club was held in 2008. Due to the ongoing Covid-19 restrictions, we were unable to carry out face to face sessions with the students. When Covid-19 restrictions slightly eased we tried to rearrange having the club face to face but this was halted. We are aware of how invaluable the sessions have been for students in the past and did not want them to miss out, so for the second year running, we arranged for the Summer Club to be carried out online via Zoom. Again, the week was shortened to three days. Parents were given a copy of our online safeguarding policy and were asked to sign an online safety agreement.

The main idea of the Summer Club is to support Year 6 students in their transition to secondary school when they will become Year 7. Each year, the children who attend the club enjoy the week and gain confidence in terms of their transition to secondary school.

This year, the club was attended by five children. Twelve students originally registered to attend the online sessions. Three out of the seven students who did not attend gave an explanation as to why they were unable to attend. This drop in attendance may have been due to fact that many secondary schools began to open their premises for transitioning sessions to many of the transitioning students. Four girls and one boy attended the club. The students came from varied ethnic backgrounds – parents defined how they saw their ethnic background. Learning difficulties were defined in the main as dyslexia. One child had Dyslexia and a co-occurring difficulty, and one child had an Education Health Care Plan which indicated that their difficulties were complex.

The children came from five different primary schools. Four out of the five students went to Waltham Forest Primary Schools and were going to be attending Secondary Schools in the same borough. The fifth student attended a primary school in Harlow and was also going to attend Secondary School there.

At the start of the spring Term, invitations to attend the Summer Club went out to all Year 6 children in our WFDA classes, all primary schools in Waltham Forest and it was also advertised on the website. Lois spoke at the Waltham Forest SENCo forum and when any of us were in school, we promoted the club. We also contacted local secondary schools.

The parents were emailed an outline of the activities that would be carried out over the three days. Essential documents that would be used in the session were also sent via mail to the parent the day before the session. This included the links they would need for the cookery and dance classes. The parents were also given a list of ingredients for the cookery session. This year, the most popular activity was cooking. The children were supervised in their personal kitchens as we guided them through instructions from Jan, our cookery teacher, on a pre-recorded video.

The dance session was also pre-recorded by Joe Eames who under normal circumstances would have carried out a live session with the children. He provided a selection of dance sequences from the past such as the 'The Twist' and 'The Macarena'. The students were given time to practise the sequential movements and some shared their creations with the group.

Other activities included an interactive quiz. This involved the students working in pairs and trying to identify the item that was partially being shown. Another activity

involved the students looking at typical secondary school timetables, they were given an idea of how a two-week timetable works in secondary schools and how their day may be set out between different lessons which would be held in different classrooms with different teachers. They were also shown the type of equipment that they may need for their various lessons and how they could organise themselves for the day.

The main activity involved the students taking turns to read a story relating to starting secondary school. Then they did hot seating to get a better idea of how the characters were feeling.

We used the final session at the end of the three days to congratulate the students on their achievements during the week. The students also talked about what went well for them. Certificates of attendance were sent via post to each student. At the end of the transition summer club, we asked the students and the parents to evaluate their experience of the three days.

Unfortunately, we only received responses from two out of five children which were very positive. Both students said their favourite activity was the cooking session. One student said, they enjoyed *"Cooking on zoom with the others and it was a really good recipe, and I will definitely make it again."* When asked what was their least favourite activity, both students said they did not have one and like everything that was offered to them. Both students felt the experience had helped them feel more confident and prepared for secondary school. With regard to how well we did and what we could do better, one child said, *"I liked how everyone was nice and friendly. The slideshows of reading were really helpful. The organising skills were helpful and really good to do, and I think they will help me at secondary school. I wish I could have done it In person but you did a great job online."*

We received feedback from four out of five parents. Their feedback was also very positive, with all parents saying that their child enjoyed the week very much and their child felt more positive about going to secondary school as a result of the experience. Three out of four parents believed their child enjoyed the cooking session the most, while one parent felt their child enjoyed the games we incorporated in the sessions. In addition to their child enjoying the cooking session, one of their parents added that their child enjoyed learning how to be organised and dancing. When asked to comment on any aspects of the week that your child did not enjoy, or found difficult, one parent said: *"She felt a bit shy at first and was worried about contributing to the discussion especially as it was virtual."* The other parents thought their child enjoyed all aspects of the club.

When asked did the club provide the support needed by your child and if not, what would you have liked us to have done differently? One parent said, *"only thing is that it would have been positive for him to meet the other children as some are going to*

his school, but obviously with Covid, that wasn't possible." Another parent said, "I was really impressed by the whole event. I would definitely recommend the summer school program to anyone in a similar situation to A. It was a shame there weren't more children, but it was also nice that it was a small group who got on well with one another."

We are truly grateful for the fund we received from the Jack Petchey Foundation. Their financial support meant that we could offer places at the Summer Transition Club free of charge to families many of whom could not afford an opportunity like this.

We are also forever thankful to Lois Hood for her continued support with the club.

NEW PROJECTS

We began a new project on the Peabody Estate in November 2019. This project was for children on the estate to receive free literacy lessons. Unfortunately, we were not able to carry on after March 2020 because of Covid. We are hoping that we will begin the project again in October 2021.

Inspire Project

In 2019, Waltham Forest Dyslexia Association (WFDA) succeeded in its bid for funding from the Mayor of London's Young Londoners Fund, to run a new project working with neurodivergent young people at risk of disengaging from learning and getting into crime. The Inspire Project aimed to set up new ways of supporting young people, who are dyslexic, dyspraxic, ADHD and/or autistic, as they face many challenges because their abilities and differences are not well understood within the mainstream system.

Unfortunately, we recently had to close this project. The Covid 19 pandemic and consequent lockdowns struck just as we had completed setting up the project and were about to launch delivery in March 2020. The biggest hurdles included:

- The transference of delivery to a virtual platform, as this type of specialist intervention with often vulnerable individuals, usually requires face to face engagement. It is very difficult to establish relationships with empathy remotely.
- Changes in structures and priorities for our partners, who also faced their own challenges as a result of the pandemic and restrictions. Multi-agency and partnership working was at the heart of our vision.
- Lack of access enabling us to connect with young people directly. However, we were aware that the pandemic and lockdown restrictions, would mean that young, neurodivergent people within Waltham Forest would need support more than ever.

Despite these significant and unforeseen challenges, the project achieved some fundamental, and positive outcomes. Our achievements include:

- Establishing a network of organisations interested in supporting neurodivergent, young people: including neurodivergent artists, Young Advisors, local schools, Youth Offending Team, Pupil Referral Unit and Waltham Forest Community Network.
- We developed specialized training for people who work directly with neurodivergent young people at risk of disengaging from learning and getting into crime. This could be delivered both face to face and virtually.
- Face to face training events were delivered to the Waltham Forest Young Advisors, along with regular consultations and induction meetings. Virtual training was provided to over 40 members of the Waltham Forest Youth Offending Service.
- Specialist training materials & a comprehensive Toolkit of information for staff were developed.
- Templates for proposed interventions and workshops for young people were developed, including virtual 1-1 provision and group Creative Learning workshops.

HELPLINE

Our helpline team this year was Debra Lewis, Michelle Rock and Lois Hood. The Helpline team provide speedy responses and we give special thanks for the effort and commitment our volunteers show to all those who call. It is a time-consuming task, with volunteers taking an average of two calls a week - covering anything from general advice for parents wanting to help their children with dyslexia, to how to book a screening. We also have many calls from adults, of all ages, who seek support. With regards to adults, the helpline and screenings have largely merged, so that the screening is integrated with the help and advice provided. Elly Pearce has dealt with email enquiries.

SCREENINGS

Our team of screeners this year was Elly Pearce and Kathy Payne (primary), Katherine Marshall (secondary) and Lois Hood (adult).

All the team are dyslexia specialists who have completed assessment training, and consequently are able to give a specialist view, rather than just a simple result from the computer programmes or from the other assessment tools used.

As we have continued without suitable premises due to Covid, it has not really been possible to offer many primary screenings. On the website, parents are encouraged to contact Elly Pearce by email. In some cases, she has spoken to parents and given ideas of how to work with schools or to progress to full assessment. A few children have been screened where parents have obtained permission to use a room in the

child's school but parents have made the donation. Both Elly and Kathy have been into several schools and carried out some screenings.

Katherine Marshall has managed to carry out some secondary screenings from her home and is hoping for this to continue.

The screening tools we have used for the last 10 years are now being updated and going online. Our one remaining Rapid licence expires about now. Likewise, the Lass Junior. Both these are now available online. The Lass Secondary continues to be available as a stand-alone and Katherine has this on her computer (download rather than disc). She also has the LADS programme for 16 years up which expires in March. We expect that to still be available to renew as a stand-alone product. If we return to Frederick Bremer in October, they have agreed that we can use their internet so it may well be possible to switch to the new Online versions of the software.

The screening for adults has continued either online via Zoom or over the phone. Since April 2020 over two hundred adult screenings have been carried out. Approximately twenty per cent of these have been the neuro-diverse screenings which cover a range of learning differences. The remaining eighty per cent have been the shorter screenings for dyslexia.

Here are some comments from adults who have been screened:

"I'm very grateful for your part in helping me understand some of my learning differences. It makes me feel a lot better to understand that there are reasons for some of the difficulties I experience."

"Thank you so much for this, I really appreciate the time you took to do it for me. It's very useful, parts of it are quite surprising, I really had no idea I would have so many indicators of dyslexia! I think it all validates some of the things I've found difficult throughout my life. It will also be helpful in supporting my daughter with her learning differences."

"Regarding the report – I was surprised (although not shocked) at some of the test results that showed slower processing speed and memory issues, especially regards to the number tests. Being on the dyslexia spectrum makes sense. I really do appreciate the time you set aside to work with me, thank you."

FUNDRAISING

We have not charged for the children's classes since April 2020 but many parents have made voluntary contributions. Similarly, we have not charged for adult screenings but many adults have made voluntary donations. People have continued to use the Amazon Smile scheme but much of our usual fundraising has not taken place because of Covid 19.

Karen Sparkes applied for a grant from UK Youth for the children's classes and was successful; they awarded us twenty thousand pounds. Karen was also awarded a

“leadership” grant from the Jack Petchey Foundation which funded the Transition Summer Club.

THANK YOU

There are many people to thank for the support they have given over the year. David Pearce has continued to manage our finances, which includes ensuring that people are paid on time. David also processes many other aspects of WFDA administration and so we give him special thanks. We thank all volunteers who help us with our work.

TRUSTEES

Waltham Forest Dyslexia Association (WFDA) is a registered charity governed by its constitution as an Association. The constitution sets out the Association’s objects as to advance the education of persons who are Dyslexic, provide support and information, and advance the education of the public to make society more dyslexic-friendly.

The honorary officers of the Association and not more than twelve other trustees are elected at the Annual General Meeting of members. The trustees may co-opt other persons to be trustees, provided that the number of co-opted trustees does not exceed one third of the total number of trustees.

In November 2020 we said thank you to Margaret Heath, John Timms, Craig and Jessica Cooper as they stepped down from being trustees.

RESERVES POLICY

The WFDA Reserves Policy is to maintain sufficient level of reserves to enable normal operating activities to continue should a shortfall in income occur and to take account of potential risks and contingencies that may arise from time to time.

In order to make a judgment on the amount of reserve the Trustees have considered the risks in respect of expenditure, unrestricted income and where appropriate restricted income. Also taken into consideration are any external identified potential major risks to income and expenditure during the year under consideration.

After reviewing our current position which indicates the following:

- WFDA should hold in reserve approximately one term’s funding for classes and related activities, which within the current budget period, equates to £11,000 (currently £11,083 see note 5)
- The General Fund (currently £13,471 see note 1) is sufficient to provide day to day working capital and allow WFDA to fund new developments.

This policy will be reviewed annually by the trustees.

PUBLIC BENEFIT

The trustees have complied with their duty to have due regard to the Charity Commission's public benefit guidance when exercising any powers or duties to which the guidance is relevant.

SUMMING UP

As a final note, we would like to thank all our members, parents of our pupils, adults who take part in our adult groups and other friends for their continuing support of our fundraising and other activities. We are also grateful to our members who gift aid their subscriptions and donations enabling us to reclaim tax they have paid. Thank you to you all for your interest, support and commitment to WFDA now and in the future. As I often say to people, WFDA does an enormous amount with limited resources.

Lois Hood
Chair
6 November 2021

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2021

Receipts and Payments

2019/20			2020/21			
£	£	£	Note	£	£	£
Restricted	Unrestricted	Total		Restricted	Unrestricted	Total
20,634	22,658	43,292		43,144	23,679	66,823
Balances brought forward						
Receipts						
Donations						
-	552			-	447	
400	3,541			-	8,495	
-	194			-	446	
Charitable activities						
				</		

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2021

Statement of Assets and Liabilities

2020				2021		
£	£	£		Note	£	£
Restricted	Unrestricted	Total			Restricted	Unrestricted
-	15,796	15,796	General Funds	(1)	-	13,471
9,697	-	9,697	Adult Groups	(2)	765	-
3,006	-	3,006	LBWF schools' dyslexia handbook and training	(3)	2,845	-
1,200	-	1,200	Jack Petchey achievement award scheme	(4)	700	-
19,962	7,883	27,845	Teaching & Resource Centre funds	(5)	38,795	11,083
195	-	195	Transition Summer Club funds	(6)	180	-
-	-	-	Website	(7)	-	-
9,084	-	9,084	Young Londoners - Inspire	(8)	-	-
<u>43,144</u>	<u>23,679</u>	<u>66,823</u>		(14)	<u>43,285</u>	<u>24,554</u>
		66,823	Cash at bank and in hand			67,839
		<u>66,823</u>				<u>67,839</u>

Signed on behalf of the Board of Trustees by
Eleanor Pearce - Treasurer
6 November 2021

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2021

Notes to the Receipts and Payments

2019/20			2020/21		
£	£	£	£	£	£
Restricted	Unrestricted	Total	Restricted	Unrestricted	Total
(1) General Funds					
	9,710	9,710		15,796	15,796
	1,745	1,745		1,670	1,670
	(659)	(659)		(495)	(495)
	5,000	5,000		(3,500)	(3,500)
	15,796	15,796		13,471	13,471
(2) Adult Groups					
872		872	9,697		9,697
12,320		12,320	-		-
(3,495)		(3,495)	(8,932)		(8,932)
9,697		9,697	765		765
This includes the monthly Adult Group, the Next Steps courses and associated screenings					
(3) LBWF schools' dyslexia handbook and training					
3,543		3,543	3,006		3,006
(537)		(537)	(161)		(161)
3,006		3,006	2,845		2,845
(4) Jack Petchey achievement award scheme					
200		200	1,200		1,200
1,250		1,250	1,750		1,750
(250)		(250)	(1,250)		(1,250)
-		-	(1,000)		(1,000)
1,200		1,200	700		700
(5) Teaching & Resource Centre funds					
15,271	12,948	28,219	19,962	7,883	27,845
31,605	22,620	54,225	45,430	16,060	61,490
(26,914)	(22,685)	(49,599)	(26,597)	(16,360)	(42,957)
-	(5,000)	(5,000)	-	3,500	3,500
19,962	7,883	27,845	38,795	11,083	49,878
This comprises restricted funds received by the trustees from various sources, as well as amounts designated by trustees for these projects.					
(6) Transition Summer Club funds					
598		598	195		195
2,895		2,895	-		-
-		-	1,000		1,000
(3,298)		(3,298)	(1,015)		(1,015)
195		195	180		180
(7) Website					
150	-	150			
400	100	500			
(550)	(100)	(650)			
-	-	-			
(8) Young Londoners - Inspire					
-	-	-	9,084		9,084
12,500		12,500	(6,570)		(6,570)
(3,416)		(3,416)	(2,514)		(2,514)
9,084		9,084	-		-

Waltham Forest Dyslexia Association
Report and Accounts for the year ended 31 August 2021

Notes to the Receipts and Payments (continued)

(9) Summary of Grants received / (refunded)

2019/20 £		2020/21 £
	<i>Adult Groups</i>	
11,155	National Lottery - Community Fund	-
	<i>Jack Petchey achievement award scheme</i>	
750	Jack Petchey Foundation - main scheme	750
-	Jack Petchey Foundation - leader award	1,000
500	Jack Petchey Foundation - 21st birthday	-
	<i>Teaching & Resource Centre</i>	
10,000	BBC Children in Need - main grant	10,000
2,500	BBC Children in Need - booster grant	-
12,000	City Bridge Trust	-
-	London Community Fund - Peabody Community Fund	4,680
10,000	The Three Oaks Trust	10,000
-	UK Youth	20,750
	<i>Young Londoners - Inspire</i>	
12,500	Mayor's Young Londoners Fund receipt / (refund)	(6,570)
<u>59,405</u>		<u>40,610</u>

(10) Fundraising summary

2019/20				2020/21		
£	£	£		£	£	£
Receipts	Payments			Receipts	Payments	
1,165	420	745	Curry & Quiz Night	-	-	-
36	-	36	Amazon Smile	59	-	59
-	-	-	Henry Maynard School "Wear Red for Dyslexia Day"	423	-	423
-	-	-	Wedding donations	94	-	94
200	-	200	Other - raffles, sales of cakes, plants, etc	-	10	(10)
<u>1,401</u>	<u>420</u>	<u>981</u>	Totals	<u>576</u>	<u>10</u>	<u>566</u>

The 2020 Curry & Quiz Night raised funds for "Working with Adults"

(11) Debtors as at 31 August 2021

2020 £		2021 £
540	Due for working with schools	-
<u>540</u>		<u>-</u>

(12) Liabilities as at 31 August 2021

2020 £		2021 £
-	Due to HMRC in respect of payroll deductions	-
765	Independent Examiner	798
711	Class fees received in advance	711
580	Adult Groups - development and sessions (funded)	-
200	Awards evening expenses (funded)	200
<u>2,256</u>		<u>1,709</u>

(13) Payments to Trustees

In accordance with the Charities Act and Charity Commission guidance, the trustees have agreed to pay eight trustees for services they provide to the charity over and above normal trustee duties. In the year ended 31 August 2021 payments to these eight trustees, or a related charity, for services totalled £14,503 (year ended 31 August 2020 seven trustees were paid £10,801).

(14) Reserves

In order to ensure continuity of the charity's activities the trustees endeavour to hold sufficient reserves to cover any delay in obtaining grants. The trustees have designated funds as set out in the Trustees' Report.

**Independent Examiner's Report
to the members of the Waltham Forest Dyslexia Association
for the year 1 September 2020 to 31 August 2021**

Respective responsibilities of trustees and examiner

The charity's trustees are responsible for the preparation of the accounts. The charity's trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 ("the Charities Act") and that an independent examination is needed.

It is my responsibility to:

- (1) examine the accounts under section 145 of the Charities Act,
- (2) to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- (3) to state whether particular matters have come to my attention.

Basis of independent examiner's report

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the 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 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 Charities Act; and
 - to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Acthave not been met; or
- (2) to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

J Irvinesmith FCIE
Independent Examiners Ltd
9 November 2021