



**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](http://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 of 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

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## 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	
<b>Balances brought forward</b>							
<b>Receipts</b>							
<b>Donations</b>							
-	552			-	447		
400	3,541			-	8,495		
-	194			-	446		
<b>Charitable activities</b>							
			Grants received / (refunded)	(9)			
11,155	-		Adult Groups		-	-	
1,250	-		Jack Petchey achievement award scheme		1,750	-	
34,500	-		Teaching & Resource Centre - tuition and screenings		45,430	-	
12,500	-		Young Londoners - Inspire		(6,570)	-	
			Other income				
-	11,730		Tuition		-	-	
-	2,860		Screenings		-	320	
-	5,280		Working in Schools		-	7,440	
<b>Fundraising</b>							
1,165	236		Fundraising	(10)	-	576	
<b>Income from investments</b>							
-	72		Interest received		-	6	
60,970	24,465	85,435			40,610	17,730	58,340
5,204	-	5,204	HMRC Job Retention Scheme grant		7,656	-	7,656
66,174	24,465	90,639	<b>Total Receipts</b>		48,266	17,730	65,996
<b>Funds available</b>							
86,808	47,123	133,931			91,410	41,409	132,819
<b>Payments</b>							
<b>Fundraising</b>							
420	-		Fundraising expenses	(10)	-	10	
<b>Charitable activities</b>							
26,914	11,984		Tuition		26,597	7,721	
650	4,242		Screenings		4,095	1,374	
537	6,336		Working in Schools		161	6,821	
250	122		Jack Petchey achievement award scheme		1,250	442	
3,298	145		Transition Summer Club		1,015	41	
3,416	150		Young Londoners - Inspire		2,514	100	
2,371	106		Adult Groups		4,837	193	
-	158		Membership and promotion		-	153	
550	100		Website		-	-	
54	101		Annual General Meeting with speaker		-	-	
38,460	23,444	61,904		(13)	40,469	16,855	57,324
5,204	-	5,204	HMRC Job Retention Scheme grant spent		7,656	-	7,656
43,664	23,444	67,108	<b>Total Payments</b>		48,125	16,855	64,980
<b>Balances carried forward</b>							
43,144	23,679	66,823			43,285	24,554	67,839

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**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

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**Notes to the Receipts and Payments**

2019/20			2020/21		
£	£	£	£	£	£
Restricted	Unrestricted	Total	Restricted	Unrestricted	Total
<b>(1) General Funds</b>					
	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
<b>(2) Adult Groups</b>					
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					
<b>(3) LBWF schools' dyslexia handbook and training</b>					
3,543		3,543	3,006		3,006
(537)		(537)	(161)		(161)
3,006		3,006	2,845		2,845
<b>(4) Jack Petchey achievement award scheme</b>					
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
<b>(5) Teaching &amp; Resource Centre funds</b>					
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.					
<b>(6) Transition Summer Club funds</b>					
598		598	195		195
2,895		2,895	-		-
-		-	1,000		1,000
(3,298)		(3,298)	(1,015)		(1,015)
195		195	180		180
<b>(7) Website</b>					
150	-	150			
400	100	500			
(550)	(100)	(650)			
-	-	-			
<b>(8) Young Londoners - Inspire</b>					
-	-	-	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 &amp; 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>	<b>Totals</b>	<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