Annual Report and Financial Statements



For the Year Ended 31 March 2026

nasen
Helping Everyone Achieve

Welcome from Phillipa Sherlock-Lewis

Chair of Trustees

I am proud to present the 2025–26 nasen Annual Report and Financial Statements.

For nasen, the National Association for Special Educational Needs, this has been another year of significant achievement, thoughtful development and purposeful change. At the heart of everything we do remains a clear and unwavering commitment to the SEND community, and to the children and young people whose experiences and outcomes depend on a confident, informed and well-supported education workforce.

This year, nasen's community of members reached an all-time high of 205,396, representing year-on-year growth of 27%. This is a powerful reminder of the trust placed in nasen by SENCOs, school and MAT leaders, teachers, teaching assistants and the wider education workforce, and of the ongoing need for accessible, relevant and practical support across the sector.

As Trustees, we have been encouraged to see nasen continue to evolve in response to that need. The development of nasen Academy is an important example of this. Having listened to members about the pressures of time, cost and competing priorities, nasen has invested charitable funds and resources into a new platform for SEND CPD, designed to provide flexible, bite-sized e-learning for individuals and organisations. This is exactly the kind of forward-looking work we want to support: work that is rooted in evidence from the sector, responsive to real pressures, and focused on making high-quality professional development easier to access.

This has also been a year in which nasen has continued to use its charitable purpose to support the wider system. The National SEND Reference Group remains one of the ways nasen facilitates specialist sector voices to influence policy and practice at the highest level, bringing together representatives from schools, colleges, post-16 providers, professional associations and the Department for Education. Alongside this, nasen's research activity, journals, events and publications continue to provide routes for knowledge, evidence and practice to be shared across the UK and internationally.

nasen's flagship annual events, nasen LIVE and the nasen Awards, were once again highlights of the year, and I was proud to be a part of both. The importance and impact of these events cannot be understated, providing opportunities for learning, peer networking and celebrating the achievements of a sector united in its vision of inclusion.

Our people continue to be central to nasen's success. The core team, based across Tamworth and London, bring knowledge, experience and commitment to every part of the organisation. I am particularly pleased that nasen has continued to invest in its people, including through staff development, whole-organisation away days, an improved Employee Assistance Programme and opportunities for colleagues to help shape future organisational priorities and work alongside Trustees.

Welcome from Phillipa Sherlock-Lewis

Chair of Trustees

As Chair, I am proud of the rigour, care and ambition that Trustees bring to our governance role. We continue to challenge and support the executive team so that nasen remains focused on its purpose, makes sound decisions and is well placed for the future. I offer thanks to our four departing Trustees this year, one through resignation and three having reached the end of their final term, and to our two new Trustees bringing experience in priority areas for nasen; one being an education leader and advocate for SEND and EDI, and the other an accomplished Digital, Data and Technology Executive. I am grateful to all those who give their time and expertise in support of nasen's mission.

There is much to celebrate in this report, but also much still to do. The needs of children and young people with SEND remain urgent, and the importance of inclusion has never been clearer. On behalf of the Board of Trustees, I offer my sincere thanks to Annamarie Hassall, the executive team, staff, partners, members, volunteers and supporters. Everyone who contributes to nasen's work is helping to strengthen a community that needs knowledge, confidence, advocacy and voice. I am pleased to present this Annual Report and look forward to the year ahead with confidence.





Phillipa Sherlock-Lewis
Chair of Trustees

Foreword by Annamarie Hassall MBE

CEO of nasen and Chair of Whole School SEND

I am pleased to introduce the Trustees' Annual Report for 2025–26, a year in which nasen extended its reach and influence while remaining focused on its purpose: improving outcomes and opportunities for children and young people with special educational needs and supporting those around them.

During the year we launched our 2025–30 strategy, setting out our ambition for a more inclusive society. Its seven priorities – whole workforce, whole community, children and families, collaboration, research and evidence, accessibility and sustainability – reflect a simple principle: inclusion is a shared commitment across education, services, workplaces and communities.

Through our externally funded programmes, professionals across every local authority in England accessed training, resources and support. Participants reported high satisfaction, positive outcomes and changes in practice, including measurable differences in attendance. Better-informed, more confident practitioners are more able to identify needs early, adapt teaching and create environments in which children and young people can participate, progress and prepare for adulthood.

The benefits extend beyond individual classrooms. Timely support helps children and young people develop confidence, independence and belonging; strengthens families' trust and partnership with settings; and equips practitioners to respond to diverse needs.

Inclusive education also supports stronger communities, better transitions into further education and employment, and a fairer society in which difference is understood and valued.

We invested in sharing evidence and practice more widely. The searchable Inclusive Practice Hub puts case studies into practitioners' hands, while our journals, publications, annual conference and nasen Awards connect people, celebrate progress and make research and practice accessible.

Partnership remained central to our approach. We worked with local authorities, Stronger Practice Hubs, government departments, charities, businesses, researchers, sponsors and members to extend inclusive thinking beyond education. Children and young people encounter barriers in communities, services, workplaces and everyday life, so collaboration across these wider systems is essential.

The year also brought challenges. In a difficult economic and funding environment, rising costs, fewer commissioning opportunities and policy uncertainty, nasen recorded net expenditure rather than the planned break-even position. Our internal development costs increased, due to the digital transformation, including development of the Learning Management System supporting nasen Plus membership and nasen Academy.

Foreword by Annamarie Hassall MBE

CEO of nasen and Chair of Whole School SEND

We are transparent about these pressures. Digital transformation brought short-term cost and timing challenges, while trading, training and consultancy income was lower than anticipated amid funding and inflationary pressures. These issues require careful management, but the investment is intended to widen access to professional development, improving how we support our community.

The launch of nasen Plus membership and nasen Academy is therefore a significant milestone. This will help nasen pursue its charitable objectives, invest in quality and respond to the sector's needs over time.

This report reflects both our impact – increased practitioner confidence, wider access to evidence and resources, stronger collaboration and improved opportunities for learners – and the challenges of financial pressure, system uncertainty and sustaining long-term change. It is the story of an organisation growing, learning and adapting while remaining firmly focused on inclusion.

Thanks to our Trustees, committee members, Constitutional Members, advisory groups, volunteers, partners, sponsors and members. Along with team nasen, their commitment makes our work possible. In the year ahead, we will continue to listen, collaborate and act so that more children and young people experience the support, opportunity and belonging they deserve.





Annamarie Hassall MBE
CEO of nasen



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Reference and Administrative Information

Reference and Administrative Information

For the Year Ended 31 March 2026

Name:	The National Association for Special Educational Needs (**nasen**)
Registered Company Number:	02674379 (England and Wales), Company limited by guarantee
Registered Charity Number:	1007023
Registered Office:	nasen House 4–5 Amber Business Village Amber Close Amington Tamworth B77 4RP
Website Address:	www.nasen.org.uk
Email:	welcome@nasen.org.uk
Key Management Personnel:	**Trustees, Directors and Executive Leadership Team** The Directors of the charitable company are its Trustees for the purpose of charity law and throughout this report are collectively referred to as the Trustees.

Reference and Administrative Information

For the Year Ended 31 March 2026

Trustees serving during the year;	Elaine Simpson (2,3)	Chair – Resigned (end of term) 20 June 2025
	Phillipa Sherlock-Lewis (2,3)	Chair – Effective from 20 June 2025
	Ian Hughes (1,2)	Vice Chair
	Simon Lloyd (1,2)	Chair of Finance, Risk and Audit Committee
	Dr Sue Soan (2,3)	Chair of Strategy and People Committee – Resigned (end of term) 8 May 2025
	Clive Lawrence (2,3)	Chair of Strategy and People Committee – Appointed 19 June 2025
	Lisa Alberti (1)	
	Penny Barratt (1)	
	Mark Blois (3)	Resigned (end of term) 23 February 2026
	Jeremy Gould (3)	
	Gary Fenemore (1)	
	Richard Oliver (3)	
	Danny Hardman (1)	
	Aimee Durning (3)	Resigned 15 August 2025
	Matthew Green (3)	Appointed 19 March 2026

1. Finance, Risk and Audit Committee
2. Remuneration Committee
3. Strategy and People Committee

Reference and Administrative Information

For the Year Ended 31 March 2026

Executive Leadership Team:	Annamarie Hassall MBE	Chief Executive
	Lorna Beard	Strategic Director of Education
	Carol Mahon	Director of Finance and Operations (also Company Secretary)
	Samantha Blackwell	Interim Director of Finance and Operations (also Company Secretary) – resigned 11 December 2025
Auditors:	UHY Hacker Young (Birmingham) LLP 9-11 Vittoria Street Birmingham B1 3ND	
Constitutional Members:	Alex Griffiths	
	Barry Carpenter	
	Denise Yates	
	Elaine Simpson	Appointed 20 June 2025
	Dr Sue Soan	

nasen is grateful for the continued support of many organisations including:
AEP, Anna Freud, ASCL, Axcis Education, BASE, BeReady, Camtree, Catrin Evans (Volunteer Committee Member (3)), CDC, Chartered College, City College Norwich, City of Sunderland College, Concero, Contact, DFN Project Search, Downs Syndrome Association, Education and Training Foundation (ETF), Edwin Group, Gatsby Foundation, Habilitation UK, Hertfordshire County Council, Leicestershire County Council, LiiA (London Leadership and Improvement Alliance), Luminate Education Group, Mott McDonald, National Literacy Trust, NatSIP, NatSpec, NCETM, NDTi, Newton Impact, Nisai, NNPCF, Nottingham LA Educational Psychology Service, PDnet, PRUsAP, Real Group, Scotty's, SEBDA, Sensory Integration Education, South Yorkshire Maths Hub, Special Needs Jungle, Speech and Language UK, Square Peg, Stamford Park Trust, Teaching School Hubs, The Bell Foundation, The Difference, The Glasshouse Leadership Lab, TTS, University of Derby, Vivantes Hospital Group, Weston College, Youth Sport Trust.

Forward Strategy for 2025–30

Our Vision

Our vision is for an inclusive society where everyone belongs, is valued, where differing views or needs are anticipated, and learning is recognised as lifelong, without limits. A promise of inclusion for all.



Forward Strategy for 2025–30

Our Mission

Our mission is to secure an education pathway from childhood through to adulthood for all. Where children and young people can learn and achieve, build on their strengths, celebrate their achievements, have ambitious aspirations for their future. To achieve this, we will increase inclusion, commitment to doing the best for SEND needs through seven priorities:

1. Whole Workforce
All practitioners have access to resources and professional development and learning, growing their confidence and skills in identifying learners who may need additional support.

2. Whole Community
We want to see a fair and just society, one where differences are anticipated, everyone has an equitable opportunity in their community.

3. Children, Young People, Family
Children, young people and their families have a voice, know about needs, SEND, inclusion, how to access advice and information.

4. Collaboration
Make every relationship matter, collaborating with organisations, individuals and nasen members to unite for an inclusive society.

5. Research and Evidence
To bridge the gap between research and practice. Contributing to research, showing the relevance to practice, enabling the sector to gain expertise, inform and contribute.

6. Accessibility
We will advocate for education spaces and places to be inclusive by design, with the right tools and resources to be available to all.

7. Sustainability
We will take action to be environmentally responsible.



nasen in Numbers

nasen in Numbers

Our Membership

205,396
Members

How much we're doing

At the end of March 2026, nasen's membership reached an all-time high of **205,396**, a year-on-year growth of 27%.

SENCOs, teachers and teaching assistants are the job roles making up the largest membership numbers.

2022	2023	2024	2025	2026
57,850	**88,801**	**125,594**	**161,559**	**205,396**

Year on year growth in the community of nasen members.

How well we are doing it

More than 46% of the nasen community are from mainstream primary and secondary education settings, reflecting the focus on inclusion and support for SEND needs in mainstream education (95,965).

A further 14,733 in the FE sector and over 10,000 in early years is an indication of the relevance of our resources and CPD offer, reaching all phases of education.

Our Digital Community

Over 54%
Improvement

How much we're doing

- Year on year growth
- Combined social media following across nasen and Whole School SEND:
  - Total followers across social media platforms increased to 72,874.
  - New followers up by 10,011, **over 54% improvement** against the prior year.

How well we are doing it

Engagement across nasen and Whole School SEND's digital platforms exceeded one million views, responses, reactions and shares.

This year-on-year growth shows that short, accessible digital content is extending our reach and strengthening our online community.

nasen in Numbers

100%
Local Authorities

Universal SEND Services Programme

How much we're doing

In **100%** of local authorities in England.

How well we are doing it

Professional Development Groups for schools, and Communities of Practice for Further Education Colleges, demonstrated high levels of engagement. Evaluation data consistently demonstrates impact across classroom practice, leadership and setting-wide SEND provision.

Professional Development Groups – over 96% of participants report an identifiable impact on their practice or setting.

1,039
Participants

Early Years SEND

How much we're doing

Universal training through Meeting the Needs of Every Child reached **1,039 practitioners** during the year.

How well we are doing it

99.4% of early years participants responding with feedback reported high levels of satisfaction with their training.

99.4% of respondents reported increased levels of confidence or understanding, or both.

97% of respondents identified a follow up action for their setting or practice.

nasen in Numbers

269,360
Total Users

Websites

How much we're doing

nasen website visitors 135,987 plus a further 133,373 to view Whole School SEND web pages.

- Total users: **269,360**

Whole School SEND page views 836,486 and a further 727,417 page views on nasen web pages.

- Total page views: **1,563,903**

How well we are doing it

The nasen and Whole School SEND websites provide practical resources and online CPD designed for immediate use in classrooms and settings. Increased engagement this year demonstrates strong demand for accessible, practice-focused guidance.

This year has seen an increased level of engagement with resources and online CPD units.

This demonstrates strong demand for resources and guidance.

738,690
Views

nasen Journals

How much we're doing

In 2025, journal articles published across BJSE, SfL and JORSEN received a combined total of **738,690** views.

How well we are doing it

nasen's journals – BJSE, JORSEN and Support for Learning – are reaching growing audiences in the UK and internationally.

This wider reach is encouraging more submissions and strengthening the research and evidence base for SEND and inclusive practice.



Our Impact

Making a difference through learning and development.

Much of nasen's work focuses on equipping the education workforce with current, relevant and practical knowledge. By translating policy and research into accessible professional development, we help practitioners develop the skills and confidence to provide high-quality education tailored to children and young people with SEND.

We are also increasingly supporting organisations beyond the education system as employers and corporate partners recognise their role in advancing inclusion. This wider engagement reflects growing awareness that equality and equity must extend across society if people with additional needs are to achieve better outcomes.

Impact headlines:

>1,000
Practitioners

Early Years SEND Partnership: more than 1,000 practitioners completed the programme; 97% identified follow up actions to take back to their setting.

>60,000
Professionals

Schools and Colleges: Over 60,000 professionals have accessed training and support through the Universal SEND Services programme; 99% reporting increased confidence in identifying and meeting the needs of learners with SEND.

Diverse
Partnerships

Impactful partnerships and collaboration: Our diverse partnerships – *national, regional and corporate* – have helped drive greater impact this year.

Inclusive
Message

Beyond the school and college gates: Working with corporate organisations, other charities and government departments to spread the message of inclusion.

Our Impact

Early Years

During 2025–26, we continued to strengthen our early years offer, equipping practitioners with the knowledge, confidence and practical strategies needed to improve outcomes for children and families.

We successfully concluded Year 3 of the DfE-funded EYSEND Partnership project. Through this work, more than 1,000 practitioners completed the Meeting the Needs of Every Child programme, increasing their understanding of inclusive practice and enabling them to identify meaningful changes within their settings. We also worked intensively with 11 early years settings to review and enhance their provision, resulting in tangible improvements for children, evidenced through follow-up case studies.

Our influence extended beyond individual settings. By working strategically with local authorities, we helped strengthen multi-agency approaches to supporting children with SEND and their families. We also expanded and deepened partnerships with Stronger Practice Hubs, delivering multiple cohorts of The Golden Key training across four hub regions, extending our reach and impact.

MORE THAN 1,000 PRACTITIONERS COMPLETED THE MEETING THE NEEDS OF EVERY CHILD PROGRAMME

Participant feedback demonstrates the practical impact of this work: practitioners report greater knowledge and confidence, alongside changes that improve children's experiences. We also widened participation among groups that are often less well served, including childminders.

Alongside our direct delivery, we have continued to contribute to national discussions through participation in Early Years expert advisory groups, consultations and engagement with government and sector partners, helping to shape the future direction of inclusive early years practice.

Feedback from the early years sector included the following:

> *"Trying to find webinars for childminders that are so informative and useful are very rare. It's really appreciated! It was lovely for childminders to be referenced a lot too!"*

> *"A particularly useful part of the training was exploring how small adjustments to the environment can make a significant difference to a child's participation, comfort, and development. The programme encouraged a more inclusive approach, focusing on positive strategies, early intervention, and building supportive relationships with children and families."*

Our Impact

> *"This training has significantly enhanced my understanding of inclusive pedagogy. I have gained practical strategies for adapting the environment to better support with sensory processing difference. Specifically, I plan to implement more visual schedules and quiet zones reduce over stimulation. By applying these techniques, I aim to foster independence and confidence in the children within my care, ensuring that every child feels valued and included in our daily routines."*

Schools and Colleges

Universal SEND Services Programme: Year 4 (2025–2026)

Funded by the DfE, Universal SEND Services (USS) is helping schools and colleges create more inclusive learning environments for learners with SEND. Delivered by Whole School SEND in partnership with the Education and Training Foundation, the programme builds workforce expertise, supporting improvement and connecting professionals across England - enabling effective practice to be shared, strengthened and sustained. USS has now reached professionals in every local authority, supporting educators at all levels – from teaching assistants and teachers to SENCOs, school leaders and college practitioners.

Over **60,000** professionals have accessed training and support through the programme, with **99%** reporting increased confidence in identifying and meeting the needs of learners with SEND.

> *"This course provided a clear and practical understanding of how to build trusting relationships, support emotional regulation and create a calm, predictable setting for children to thrive. The strategies shared were realistic and easy to implement, helping to strengthen inclusive, supportive classroom practice."*
>
> **Online SEND CPD units – participant feedback**

Beyond individual learning, USS helps schools and colleges turn knowledge into action through Professional Development Groups, Communities of Practice, SEND Reviews and Peer Mentoring. These activities create dedicated time for reflection, collaboration and implementation, supporting sustainable improvements in practice. To date, **119 colleges** have received a SEND Review and **66 schools** judged Requires Improvement by Ofsted have completed Peer Mentoring support. Of the **36 schools** subsequently re-inspected, **29**, or **81%**, improved their inspection outcome, with progress noted in SEND and inclusion.

Our Impact

> *"Improved academic progress for pupils with SEND and disadvantaged pupils, as increased attendance leads to greater access to the curriculum and continuity of teaching. Persistent absence for disadvantaged pupils is reducing, with persistent absence for pupils eligible for Pupil Premium (21.9%) now below national figures. This reflects the impact of targeted parental engagement, support and recognition strategies."*
>
> **Head Teacher, Primary Mainstream, Professional Development Group participant**

USS also connects local improvement with national learning. Its networks, practitioner research and shared resources bring together educators, leaders, local authorities, trusts, families and young people to exchange expertise and address common challenges.

Developed with Camtree at the University of Cambridge, the Inclusive Practice Hub is a searchable collection of real examples from settings across the programme. Educators can find approaches relevant to their own context, supporting collaboration and the exchange of practice already developed across the system.

THE INCLUSIVE PRACTICE HUB HAS GENERATED MORE THAN 9,000 DOWNLOADS

Since launching in March 2026, the **Inclusive Practice Hub** has generated more than **9,000 downloads** of resources and case studies, helping effective approaches to inclusion reach a wider audience and supporting schools and colleges to learn from evidence-informed practice developed across England.

> *"Seeing how other schools had approached similar challenges gave us the confidence to adapt ideas for our own context. It saved valuable time and helped us accelerate improvements for pupils with SEND."*
>
> **Inclusive Practice Hub user**

Impactful Partnerships and Collaboration

We champion vulnerable learners by helping commissioners and partners deliver inclusive programmes at national and local level. Our education experts combine specialist knowledge with collaboration and capacity-building, working alongside local stakeholders to design activity that meets identified needs and delivers lasting impact.

Our team leads and partners others to ensure exceptional delivery of national and local programmes. Our education experts work directly with commissioners, ensuring that our work meets their needs and delivers maximum impact whether this is a small- or large-scale piece of work.

Our Impact

We are committed to working collaboratively, even where we have the required skills. Our strength is in building capacity and knowledge exchange; coworking with commissioners and local stakeholders. We have received so many positive comments following our training including:

> *I came away completely inspired. Your ability to communicate what classrooms and teachers need to be offering in terms of their ordinarily available inclusive practice blew me away, not in terms of content necessarily, but the way that you got it across to the audience. I know that my Academy would be really excited to host you and your expert knowledge to show teachers that with small simple adjustments, their classroom can be made to be inclusive and supportive - which is exactly what a classroom should be - and needs to be! I think that staff in our school would be as inspired as I was after listening to you."*

Over two years, nasen has maintained and developed a partnership with the **National STEM Centre in York**, including delivering training on SEND for STEM Ambassadors with a focus on them providing support for learners in Specialist Settings. We have delivered 12 sessions over two years.

> *"Thanks for the session. Very insightful and useful clarity on how to engage with learners in specialist settings. My own lived experience (my partner has two siblings - one with Down's Syndrome and another with autism) informs my knowledge base. It was really interesting."*

> *"Thank you, that was a really helpful insight and some great tools to take away."*

nasen continued to be a member of the **Inclusion 2028** steering group for the **Youth Sport Trust**, providing tangible support and recommendations for the accessibility of messaging, which supports the reach of the project, meaning that more children and young people are able to benefit.

A partnership with **Penguin Random House (PRH)** saw nasen undertake a comprehensive review of the 'Penguin Readers' line of books, which support English Language Teaching. PRH requested guidance on the suitability and adaptability of the books to meet the needs of readers with dyslexia.

Our Impact

Twilight Talks

Twilight Talks are nasen's free offer to the sector as part of our charitable status. We provide talks online for members across the academic year. These are recorded and made available asynchronously for those who are unable to make the 4–5pm slot live.

There were 23 sessions across the year and over 600 members engaged live. Talks ranged in subject matter from Research Focus sessions from **University College London**, to lived experience of Synaesthesia and Acquired Brain Injury. All of these are now free content for our members to enjoy at their leisure. Organisations such as **N-ABLES**, **Dolphin**, **OxEd** and **The Difference** have allowed members access to their latest research. Professors from **Oxford Brookes University**, **Southampton University**, **University of Birmingham** and **Leeds Trinity University** were given the platform to deliver their research direct to the sector.

Working internationally, nationally, regionally and locally, we strive to embed our work and deepen our impact whilst remaining focused on our beliefs and vision.



Derwen College Choir performing at nasen Awards 2025

Our Impact

National Partnerships	Regional and Local Partnerships
In partnership with **Mott McDonald**, nasen developed a DfE-funded **digital toolkit to support education and childcare providers** that is available nationally, and beyond.	We built and strengthened partnerships with local authorities and Stronger Practice Hubs, delivering **The Golden Key** training to 153 key persons through the **Great North** and **Liverpool and Beyond** hubs, and **Telford and Wrekin LA**.
nasen continues to convene two key advisory groups that are ensuring Whole School SEND embeds authentic perspectives and sector expertise into programme design and improvement: the **Young Persons Advisory Group** and the **USS Advisory Group**.	In London, in partnership with **NEWTON**, nasen delivered the **London SEND Leadership Programme**, supporting 93 aspiring leaders from LAs, health and parent groups, to build the skills, knowledge, and networks needed to positively impact children and young people with SEND. At the end of the programme, **87%** reported that they were confident in building out a vision for change in their local area and evidencing their team's impact and progress against. This is **up from a baseline of 49%**. A participant said that a highlight was "Networking and getting the opportunity to explore some of the challenges in SEND with colleagues from across the sector and across the region."
We have continued to work with school leaders developing practice in their own settings through our **SEND reviews**. These reviews support leaders to develop strategic plans for improvement whilst offering practical solutions to drive inclusion. We have conducted reviews in settings across the country.	We worked with **Billing Brook School**, winner of a nasen Award in 2025, to form a partnership with **Guangzhou Qihui School**, a state special school in China. The partnership is creating wider opportunities for staff and pupils in both schools.
We worked with nasen's **Northern Ireland Advisory Group** to host a conference in Belfast. The conference, **Connection in the Classroom**, was a face-to-face event bringing together educators, health professionals, and leaders from across Northern Ireland to explore practical strategies that improve outcomes for children and young people with SEND. With a particular focus on speech and language, sensory approaches and social communication, the day combined keynote insights, expert seminars and exhibitor showcases to support meaningful learning and collaboration	A partnership with **Tarka Learning Partnership and the South-West Institute for Teaching** delivered an adaptive teaching programme across the 2024–25 and 2025–26 academic years to schools throughout South-West England. The programme comprised of six sessions, each focusing on a different aspect of High-Quality Adaptive Teaching and leadership.
Our Education Team have worked with teaching unions such as the **NEU** and **NAHT**, offering open discussion around policy as well as commissioned training for members.	We delivered a two-part adaptive teaching programme with **Healing Academy in Grimsby**. The first session explored high-quality teaching in mainstream classrooms; the second gave teachers dedicated time to reflect on their practice. Healing Academy was subsequently named TES Inclusive School of the Year 2026.

Our Impact

Beyond Schools and Colleges

nasen works beyond schools and colleges to improve inclusion across every part of a child or young person's life. By partnering with businesses and charities, we help organisations make their services, resources and practices more inclusive.

We work with corporate organisations as well as other charities, amplifying the principles of inclusive practice. This has included working with organisations like **Penguin Books** and **St John Ambulance**, supporting them to ensure that they are inclusive.

We have been commissioned to conduct a review of materials and practices by organisations such as **Scotty's**, who work with bereaved young people from a Service family background. Through the **nasen Quality Framework**, nasen Assured status was awarded to two online courses provided by them, resulting in greater accessibility for learners. **Scotty's** recognised that the work carried out would ensure that "new further resources are inclusive by design from the start of production." The nasen Quality Framework process has been commissioned for a third resource.

As a UK charity with outward facing global interest, we connect through research, professional exchange and education consultancy.

This year has seen strong partnership with government departments such as the **Department for Education** as well as the **Department for Business and Trade**. The partnership with the latter has resulted in our presence in discussions with organisations such as the Saudi Arabia Cultural Bureau, the DBT Education Sector Action Group, the Special Education Digital & EdTech Association in South Korea and Guangzhou Qihui School (a state special school) in China.

The statement below from Guangzhiou Qihui School shows the impact of this work:

> *"This marks an important milestone for both schools as they explore deeper collaboration in areas including school leadership and management, teacher professional development, student support and development, as well as the facilitation of teacher and student exchange programmes. It is particularly encouraging to see this partnership develop in the field of Special Educational Needs, an area of growing shared priority for both the UK and South China. That said, none of this would have been possible without your generous support – both schools, myself and our Consul-General are extremely grateful for your contribution."*





Our Voice

Our Voice

Our Community

Our growing community brings together professionals, families and wider stakeholders from across the education ecosystem. Members join nasen to access fully funded professional development, high-quality resources and trusted information, as well as opportunities to contribute to policy conversations and consultations. Our Strategy 2025–30 sets out our ambition to unite the wider workforce around a shared mission to advance SEND and inclusion. In doing so, nasen is increasingly becoming the organisation of choice for education professionals and allied colleagues in health and social care.

Almost half of members are connected to mainstream education settings, whether in early years, primary, secondary or post-16, demonstrating nasen's reach into the largest part of the education system.

SENCOs remain the largest defined professional group within membership, reflecting nasen's position as a key source of SEND expertise and support.

Teachers have grown in numbers this year, almost equalling SENCOs, demonstrating reach into classroom practice.

Support staff, including teaching assistants and learning support assistants, form the next largest cohort, demonstrating nasen's relevance to colleagues who play a critical role in inclusive practice.

Early years membership continues to grow steadily, demonstrating the relevance of the nasen community to the private, voluntary and independent sector. Although this group represents a smaller proportion of membership than those working in schools, colleges and other settings, more than 12,000 members engage with nasen resources.



Delegates attending nasen LIVE 2025

Our Voice

nasen Academy



In 2025–26, we reviewed how well our CPD and policy updates met members' needs. Members consistently identified time and resources as barriers to professional development, highlighting the need for a more flexible and accessible offer.

In response, nasen invested charitable funds in a new learning platform offering flexible, bite-sized SEND e-learning for individuals and organisations. nasen Academy brings high-quality professional development together in one accessible digital space.

nasen Academy was developed with the sector, for the sector. Member needs and motivations informed its development, creating a flexible source of current, high-quality CPD for stakeholders across education. The platform combines the quality associated with nasen's professional development with the accessibility and affordability of a dedicated digital learning environment.

Our aim is simple: to give all stakeholders across the sector access to high-quality, relevant and aligned CPD that makes a difference to children and young people with SEND.



Our Voice

Our Purpose

Making our purpose visible is important. Our work seeks to improve wider systems in ways that benefit everyone while making the greatest difference for learners with SEND. To fulfil our charitable aims, we convene and contribute to advisory groups, speak at conferences, support research and publications, deliver the nasen Awards and undertake fundraising activities.

The nasen-hosted **National SEND Reference Group** advances our charitable aims by giving the specialist sector a route to influence national policy. As convenor and chair, nasen enables representatives from schools, colleges, post-16 providers, professional associations and the Department for Education to meet up to 12 times a year. The group has produced a report setting out how specialist-sector experience and insight can support the government's education reforms.

We created opportunities for open discussion and respectful debate on key areas of policy and reform, enabling the wider nasen community to build understanding and contribute its voice. We also submitted responses to **Ofsted's Big Listen**, the **Curriculum and Assessment Review**, and the **Narrowing the Digital Divide in Schools and Colleges consultation**.

Research and Evidence

Research is one of our strategic priorities, whether led by nasen or supported by us. We share research insights and help bridge the gap between research and practice, strengthening the sector's evidence base and, in particular, understanding of inclusive practice in mainstream settings.

As a lead member of the **SEN Policy Research Forum (SENPRF)**, nasen contributes to this sector-led collaboration of academics and researchers. Through research seminars and policy briefings, the forum helps bridge the gap between research and practice and creates opportunities for discussion and reflection across the education sector.

In spring 2026, nasen launched an **Inclusive Practice Hub**, an online, searchable resource of case studies and real-time examples, verified by the Whole School SEND regional team and funded by the Department for Education.

nasen joined the advisory board for **NFER** research into the uneven distribution of pupils with SEND in mainstream education. We also provided advisory support to the **Centre for Inclusion at University College London (UCL)**, contributing to strategic thinking and research, and to the **What Works for SEND** advisory group led by the **Council for Disabled Children**.

Our Voice

The nasen journals – **British Journal of Special Educational Needs (BJSE), Journal of Research in Special Educational Needs (JORSEN)** and **Support for Learning (SfL)** – provide respected routes for publishing UK and international SEND research. Their global editorial teams and increasing proportion of open-access articles are helping to grow readership and citations. In the 2025 calendar year, publisher Wiley recorded **738,690** article views and **368** citations across the three journals in the UK and internationally.

Our second online **research conference**, led by the **Support for Learning** editors, enabled researchers from the UK and internationally to share their work with the nasen membership community.

Towards the end of 2025, we convened an event at the House of Lords, **Investing in Professional Development for SEND and Inclusion: What Matters, What Works**. Drawing on several years of impact data and the perspectives of practitioners and leaders, we shared what our workforce-development experience had shown about effective professional development.

Evaluation data collected from more than **30,000** professionals shows that **99%** felt more confident in identifying and meeting the needs of pupils with SEND after taking part in professional development through the Universal SEND Services Programme.

On confidence, Amanda Wright, Head of Whole School SEND said:

> *"It's the difference between a teacher who sees a challenge and thinks, 'This is impossible', and one who thinks, 'I haven't found the right strategy yet, but I will.' It's the belief that all children can learn and that they, as the class teacher, can be the one to teach them."*

We also identified tangible, measurable improvements in schools and colleges:

- reductions in suspensions and exclusions.
- measurable improvements in attendance rates.
- academic gains.

We also found improvements in the wellbeing of learners with SEND.

A combination of data, direct feedback and analysis of over 200 case studies enabled us to conclude that lasting improvements for learners with SEND depend on three connected pillars: strategic leadership, deepening expertise, and collaborative capacity.

We enabled the voices of those with lived experience to be heard: the powerful testimonies of the young people who have navigated the system, and from a school leader on the front line of delivering inclusion.

> *"Their stories are not just anecdotes. They are the human reality of the challenge we face, but also the opportunity before us."*
>
> **School leader, nasen House of Lords event**

Our Voice

Young person aged 17 on their experience of school:

"I believe what happened to me shows the systematic nature of how the education system prioritises results first pupils second with SEND students taking an even harder blow than the rest."

"I did have some good experiences in school as well but they were always from individual teachers going above and beyond for me and were not the result of a supportive system "

"I wanted to learn with my friends but that opportunity was taken away from me"

On what change could look like:

"a list of things I would change if I was secretary of state for education:

- *OFSTED prioritises pupil welfare and SEND support above academic results so schools are incentivised to do it*
- *The curriculum is more flexible and focused around making sure that individuals are being set up with useful life skills in whatever capacity they can*
- *Teachers are better trained and supported to help SEND students learn and that regular training is provided to keep them up to date*
- *Transitions between schools are handled better with more communication about pupil needs between schools and families*
- *And that teachers understand, masking, school avoidance and school trauma"*

University Graduate, commented on lower expectations of her ability:

"I wasn't pushed by my teachers to achieve the higher grades whereas the other students without disabilities were and although I was supported very well by my teaching assistants in preparing for my exams, I did not achieve my desired grades in all of them."

On leaving higher education with a social work degree, receiving feedback from employers:

"only interviewing me because I have a disability and it will tick off their criteria"

On what change could look like:

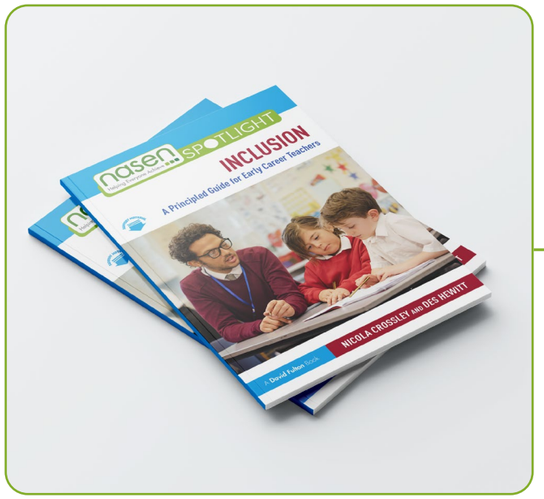
- *Make more resources available*
- *More specific training for all staff.*
- *Teacher recognition and appreciation*
- *Have college recruitment days where students with disabilities are also considered.*
- *Making Disability a norm.*

By making our findings public, sharing our experience and setting out for parliamentarians the benefits that extend beyond a single training day, we made the case for professional development in SEND and inclusion to be treated as essential investment: changing culture, transforming practice and improving outcomes for future generations.

Our Voice

Launched Titles

We launched two titles in the **nasen Spotlight** series, published with **Routledge**, covering themes relevant to SEND.



August 2025

Inclusion: A Principled Guide for Early Career Teachers

Nicola Crossley and Des Hewitt

Order online



March 2026

Supporting Children with Complex Needs

Julia Lindley-Baker and Laura Mills

Order online

Our Voice

Commissioned Titles

Four further titles began development in 2025, with authors commissioned and titles confirmed across the year:

April 2025

Adaptive Religious Education for All: Teaching Strategies for Inclusive Learning

Heather Marshall and Glenn Millington

July 2025

Teaching Writing for All: Inclusive Strategies for Learners with Diverse and Complex Needs

Sarah Moseley and Claire Harrison

September 2025

Transitions into Adulthood for Young People with SEND: A Practical Guide to Inclusive Education, Employment and Empowerment

Vinny De Falco

November 2025

Time to Talk: Implementing Outstanding Practice in Oracy for All, 3rd edition

Jean Gros

The Spotlight series opens the often-exclusive world of publishing to practitioners and leaders. It brings together experienced authors while creating a gateway for first-time authors and supporting editorial collaboration.

Our Voice

nasen LIVE and nasen Awards: Enabling the sector to showcase practice

nasen LIVE welcomed **more than 430 delegates** in July 2025, while the **nasen Awards** received **23% more nominations** than the previous year. Together, these flagship events showcase effective practice, recognise achievement and champion inclusion across the sector.

The events extend their impact through the knowledge, ideas and effective practice that delegates take back to their settings and networks. They also strengthen relationships with partners and sponsors, supporting a shared commitment to better outcomes for children and young people with SEND.

Feedback from attendees and delegates shows how these events can uplift, inspire and make a lasting difference.

> *"The team was absolutely overjoyed by winning The Inclusive Technology of The Year Award, it's incredibly special to us...Cosmo is a fabulous team, the development is fantastic, everyone is hands on and it means the world to us. The award is pride of place in our office...Thank you, so much, nasen for awarding us."*
>
> **Susan Speller, Partnership Director at Cosmo (winners of The Inclusive Technology of The Year Award for 2025)**

> *"There was so much to love about this evening! The warm welcome on arrival, watching the children perform, mixing with like-minded people who are proactive in seeking the best outcomes for children and young people with SEND."*
>
> **nasen Awards 2025 attendee**

> *"The sensory room items were fantastic and the lady that demonstrated them was very descriptive about their use. This is something I would take away and potentially purchase to support the settings I work with."*
>
> **nasen LIVE 2025 delegate**

> *"The quality of the speakers was excellent and the number of sessions available represented great value for money."*
>
> **nasen LIVE 2025 delegate**

Our Voice

The wider sector

nasen works alongside organisations across education and wider society to remove barriers and widen opportunities for children and young people. By influencing policy, services and everyday activities, we help partners make changes that enable learners with SEND to belong, thrive and flourish.

CEO Annamarie Hassall was appointed to the **Climate Ambassadors steering group**, where she has promoted a stronger understanding of how inclusive approaches can widen opportunities for learners with SEND. This contribution has helped those leading the programme and fellow steering-group members consider inclusion within its design and delivery.

For a second year, the CEO worked alongside academics and school leaders through collaborations including **Rethinking Assessment** and **Rethinking Curriculum**, which bring state and independent education together; the **Ethical Leadership Alliance**; an advisory board role on equality, diversity and inclusion for **OCR**; and an advisory role for a **Disabled Students' Allowance assessment provider**.

Senior nasen colleagues held similar roles with **Inclusion 2028**, led by the **Youth Sport Trust**; the **Council for Disabled Children's** What Works in SEND Strategic Oversight Board; steering groups for the CECiLiA and OptiCaT studies, funded by the **National Institute for Health Research**; the **National Literacy Trust's Education Advisory Board**; and the **Fair Education Alliance Policy Insights Group**, where partner organisations share insight, shape policy discussions and champion greater equity in education.

The CEO joined a ministerially led **SEND Development Group**, working with policy officials and stakeholders to bring frontline experience to education reforms for SEND, with a focus on change in mainstream early years settings, schools and colleges.



nasen Awards 2025 Lifetime Contribution Award winner Gill Richards (centre)



Our Partners

Our Partners

Sponsorship contributes to nasen's charitable income and supports our core activities and purpose. We select organisations whose values align with nasen and our community. With five sponsors in 2025–26, these relationships extend beyond financial support to create partnerships that share expertise, widen reach and strengthen impact.

Axcis Education Recruitment

Axcis Education Recruitment has been a sponsor of nasen for many years; their values resonate with those of nasen, striving to provide well-trained practitioners for schools.

"...in order for us to find them the highest calibre of candidates to go into the schools, we need to make sure that our staff are experienced, are upskilled, are trained. We can also speak to both our schools and the staff that work for us, about not only the training that we offer, but also about the training that nasen offers as well. So it's very, very aligned." **Louise Linehan**

The partnership allows our organisations to better understand the education workforce and their pressure points. It has been invaluable to gain the Axcis support in spreading the word about funded resources, and nasen services.

nasen also shares timely insight into policy and sector developments, helping sponsors understand change and respond effectively. This exchange of knowledge strengthens both the partnership and its contribution to the SEND community.

"We discuss what's going on with the sector, what changes are happening within the sector, how it affects us individually, how it affects us collaboratively and what we can do to ensure that we are staying on top of the evolving world of SEND." **Louise Linehan**

> *"I mean, my partnership with nasen, as I said, is so valuable not just from a personal level, but from a professional level. Everything that nasen does aligns with, again from a personal and professional level, with Axcis. And we are proud, and I am proud of that partnership in just playing such a small part of what nasen does within the sector, whether that be to parents, to students, to caregivers or to education settings."*
>
> **Louise Linehan, Axcis**

Our Partners

BeReady

The partnership with BeReady began this year through sponsorship of nasen LIVE and the nasen Awards. BeReady, an established training provider, helps extend nasen's reach as we promote fully funded professional development to schools and colleges. The partnership is mutually beneficial: working with nasen helps BeReady respond to growing demand in SEND and shape its educational content.

"I think the impact that you have had on our content and certainly on our master classes has been hugely important in terms of how we've developed that." **Dan Windsor**

Associating with nasen brings a high level of respect and "kudos" to BeReady's brand. Working with nasen allows BeReady to significantly expand their learner base and reach new education sectors.

"...the way in which nasen communicates the partnership to their membership base means that you can successfully and succinctly make them aware of the development opportunities that are out there." **Dan Windsor**

> *"...standing side by side with nasen has been game changing for BeReady and allowed us to really elevate ourselves and expose ourselves to as many schools and development opportunities when it comes to sending that impact as possible."*
>
> **Dan Windsor, BeReady**

Our Partners

Concero Education Technology

This is the third year of a nasen and Concero partnership, inspired by the nasen commitment to accessibility for all learners, with technology playing an important part. Together we have made a positive contribution. As part of nasen's charitable purpose, and Concero's commitment to social impact, we have co-designed workshops on assistive technology, using the design features built into ordinary devices.

The partnership opens doors for nasen, enabling collaborations alongside major industry giants. Ultimately, schools and colleges benefit from this.

At nasen we have a learning culture, which includes how we exchange knowledge to benefit other organisations. Concero tells us that working with nasen provides Concero with deep sector knowledge, helping them transition from a standard IT provider to a highly well-rounded, empathetic education community.

"...the impact that nasen has on Concero is that it gives us a well-rounded edge. We're much more than an IT company. The impact of having that knowledge means that our team actually understands what's going on on the ground. It isn't just about fixing IT issues." **Hayley Rock**

Being partnered with nasen validates Concero's expertise in the education space during discussions with school leaders. The collaborative relationship allows Concero to continuously absorb sector research and translate it into practical solutions for their community.

> *"We collaborate quite heavily across the year with nasen, to be honest...with industry leaders like Google and Microsoft. To have nasen on the panel with us, those are the things that are so exciting when working together."*
>
> **Nadiah Sweilem, Concero**

Our Partners

Nisai

The Nisai and nasen partnership has been most visible in joint opportunities for stakeholders to address policy changes. Providing a free-to access opportunity for stakeholders, parents and young people, Nisai reflected on the impact of collaboration in amplifying the voices of vulnerable learners to commissioners and decision makers.

".. we are going through an amazing upheaval with our students and education system that needs a much more collaborative approach to the policymakers... working with nasen, we can do that together. So that's where I see a great benefit and we can leverage that relationship with so many people." **Dhruv Patel**

From an operational perspective, describing nasen as a reliable sounding board and a supportive entity for organizational planning, while working with nasen directly benefits teaching and support staff, keeping them updated with the latest sector developments which in turn helps the students.

"...the guidance that nasen provides and the access to training and resources and things like that is extremely beneficial for us, for our staff. But obviously that then benefits the learners as well." **Victoria Reaney**

The deep alignment of values makes collaborative efforts – such as roundtable events – much more powerful and impactful for the sector.

> *"I think we're very aligned in our ethos and the way in which we work to get the best for our students, in how we can support them. And having people like nasen and the staff there is beneficial for everyone..."* **Victoria Reaney, Nisai**

Our Partners

TTS

This is a new sponsorship for nasen, building on effective co-working through podcasts and jointly produced articles for our sector. As a supplier of products for settings, the TTS team has taken up the nasen Quality Framework, with the nasen team providing insights. The insights provided by nasen help TTS anticipate the sector needs, arguably years in advance, which directly guides their product development cycle.

"...it helped us understand those key changes to enable us to better support our customers. Because that is the critical thing... We need to understand what it means to them and how the sector is evolving, what the areas of focus are. So that insight is genuinely so valuable so that we can adapt and evolve in line with that."
Tanya Wilson & Rubi Gill

Working with nasen helps TTS understand government policy shifts, such as the SEND White Paper, making critical changes digestible and actionable.

"...the policy briefings have been really, really helpful for us, especially in such a critical year of change. So when the White paper was released, Annamarie was able to put that into context, really summarise the impacts and key changes that make it meaningful for us." **Tanya Wilson**

> *"We are incredibly proud to partner with nasen. Their support for the sector is unrivalled and by working in partnership, I truly believe we can make a positive impact to the lives of every learner and support a more inclusive future."*
>
> **Tanya Wilson, TTS**



Our People

Our People

Our people are nasen. Their diverse backgrounds, experiences and ideas shape every aspect of our work and help us respond to the community we serve.

Team nasen

Our core team comprises 35 staff based at either our head office in Tamworth, Staffordshire, or our coworking space in central London. Each member of the team brings knowledge, experience and passion to every function of the organisation, from the back-office Finance and Operations and Data and Website teams, to those in the thick of delivery and events: our Programme Management, Sales and Marketing and Education teams. Each of our Education Officers comes to us from the classroom, giving them the "on the ground" experience of what works and what education professionals really need to support an inclusive classroom.



Our People

CPD

Staff take part in a rolling programme of online training, including GDPR, display screen equipment and cyber security, to keep their knowledge current. Whole-organisation away days, regular one-to-one meetings and annual reviews support professional development. This year's away day focused on business priorities and planning for nasen's Digital Refresh project, giving staff an opportunity to shape the organisation's future.

Staff Wellbeing

The wellbeing of our staff is paramount, ensuring each member of team nasen can be their best self every day. This year we introduced an improved Employee Assistance Programme, providing a wider range of support and resources.

Internships

During the year, nasen welcomed two young people with SEND needs to undertake a paid internship, with one working on the Digital Refresh project and the other assisting with a piece of work for the Universal SEND Services programme. These opportunities allowed the young people to gain valuable work experience and enhance their CVs for future employment.

Volunteers

Volunteers contribute time, expertise and governance oversight, strengthening nasen's ability to fulfil its mission by undertaking a range of essential roles:

Trustees

Our Board of Trustees is drawn from both the education sector and wider professional sectors including finance, audit, digital and law, bringing with them a wealth of knowledge and experience to support the organisation in its strategic direction.

Four Trustees left during the year: one resigned and three completed their final term. A Trustee skills audit then identified priority areas for recruitment. Two new Trustees were appointed, bringing extensive experience in education leadership and advocacy in SEND and EDI, and Digital, Data and Technology. The full membership of the Board is listed on **page 10.**

Committee Members

We currently have one volunteer committee member, who is gaining valuable experience of charity governance while sitting on our Strategy & People Committee. We hope this approach will help build and encourage trustees of the future.

Our People

Constitutional Members

Our Constitutional Members provide valuable governance oversight of the charity. The group is comprised of those currently active in the sector as well as former trustees with a background in SEND (see Reference and Administrative Information for current list).

Journals

Our Editors, and the members of their respective editorial boards, come from the world of academia, ensuring our journals continue to provide the latest high-quality research in SEND.

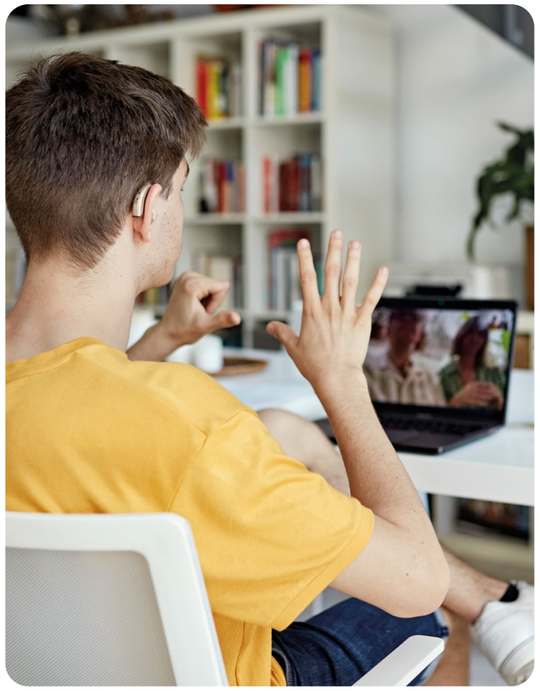
BJSE: While we bid a sad farewell in December 2025 to Graham and Fiona Hallett, after 15 years of sterling work as joint editors of BJSE, we were delighted to welcome Dr Tristan Middleton, Senior Lecturer in Inclusive Education at the University of Gloucestershire, into the role. Recruitment was also started for a Joint Editor-in-Chief.

SfL: Dr Di Cantali, Senior Lecturer in Teacher Education at the University of Dundee, joined long-standing Editor Dr Philip Garner, as Joint Editor-in-Chief of Support for Learning.

JORSEN: Dr Jonathan Chitiyo, Associate Professor and Director of Teacher Education at the University of Pittsburgh at Bradford, USA, joined as Associate Editor to Editor-in-Chief Professor Verena Letzel-Alt. Recruitment was also started for a Joint Editor-in-Chief.

Advisory Boards

nasen's advisory groups include the Editorial Advisory Board for the journals; the USS Advisory Board and Young People's Advisory Board for Universal SEND Services; the SEND Reference Group, representing the specialist sector; and the Northern Ireland Advisory Group.





Governance, Structure and Management

Governance, Structure and Management

The Trustees are pleased to present their annual directors' report, together with the financial statements of the charity for the period ended 31 March 2026 which are also prepared to meet the requirements for a directors' report and accounts for Companies Act purposes. The financial statements comply with the Charities Act 2011, the Companies Act 2006, the Memorandum and Articles of Association, and Accounting and Reporting by Charities: Statement of Recommended Practice FRS 102 2019 applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland.

Legal Status and Objects

The Association is a charitable company limited by guarantee and is governed by the terms set out in its Memorandum and Articles of Association.

The objects of the Charity are to promote the education, training, advancement, development and care of all infants, children, young persons and others of whatever age with learning differences by, but not limited to, providing relevant information, training and resources to education professionals who work with such people.

Public Benefit Statement

In accordance with S17(5) of the Charities Act 2011, Trustees have referred to the guidance contained in the Charity Commission's general guidance on public benefit when reviewing its aims and objectives and in planning future activities. In particular, Trustees considered how our planned activities would contribute to the aims and objectives we have set.

In setting our objectives and planning our activities we have also considered the Charity Commission's supplementary public benefit guidance on advancing education and fee charging. The charity relies on income from fees and charges to cover its operating costs. The income generated in this way enables **nasen** to serve the public benefit we provide. In setting the level of fees, charges and concessions, the Trustees consider the accessibility of our goods and services to those on low incomes.



Governance, Structure and Management

The Board of Trustees

Trustees are appointed for a term of three years from the date of their appointment and are eligible for re-appointment for one further term of three years. In exceptional circumstances and with Board approval, a Trustee may serve a further year.

New Trustees are appointed by the existing Board of Trustees with support from Constitutional Members. There is a structured selection process which ensures a spread of expertise. All incoming Trustees are provided with an induction pack outlining their role and responsibilities, including details of the charity's internal policies and regulations. The charity prioritises the training needs of Trustees with a particular focus on the good governance of the Association.

Trustees give their time voluntarily and receive no benefits from the charity other than expenses directly incurred.

The Board of Trustees administers the charity and holds quarterly Committee and Full Board meetings to monitor progress and enable strategic decisions to be made.

Operational management is delegated by the Trustees to the Chief Executive, who is accountable to the Board of Trustees for their stewardship of **nasen**. The Chief Executive and the Executive Leadership Team attend Board and Committee meetings.

Most activities are undertaken through or coordinated by **nasen's** office at **nasen** House in Tamworth. In addition, **nasen** has an office in London to support its work with Government.

Board Committees

The committees operating in the period were as follows:

Finance, Risk and Audit Committee

This committee is responsible for all aspects of **nasen's** financial strategy and performance, ensuring that its resources are being properly and appropriately applied to its objectives. It oversees **nasen's** investments and ensures that these are managed so that they underpin the strategic objectives of **nasen**. The committee has responsibility for safeguarding **nasen's** assets and ensuring sufficient reserves are retained and available to fund our work. The committee has oversight of the performance of the contracts and grants undertaken by **nasen** including the associated inherent risks and the financial outcome.

Strategy and People Committee

This committee is primarily responsible for overseeing the development and implementation of a strategy to drive the **nasen** mission and vision. This includes oversight of the quality of delivery, such as contracts and grants, along with other resources that represent **nasen** such as the Journals, Connect magazine and publications. The committee is responsible for all aspects of **nasen's** People and Human Resource (HR) related planning. Its remit also includes all statutory and organisational policies, **nasen's** employment responsibilities and related HR matters as well as the oversight of equality, diversity and inclusion along with mental health and wellbeing.

Governance, Structure and Management

Remuneration Committee

This committee is primarily responsible for overseeing the remuneration policy of the organisation including approving recommendations of the Executive Leadership Team for the annual review of staff salaries, approving recommendations of the Chief Executive Officer for the Executive Leadership Team and working with the Chair of Trustees to review the remuneration of the Chief Executive Officer.

Pay Policy for Senior Staff

The pay of the senior staff is reviewed annually. In view of the nature of the charity, the directors benchmark against pay levels in other organisations of similar size. The remuneration benchmark is the mid-point of the range paid for similar roles. If recruitment has proven difficult, a market addition may also be paid with a maximum of pay no greater than the highest benchmarked salary for a comparable role.

Volunteers

Volunteers continue to play a key role in how we deliver our strategic aims and objectives. The Trustees seek advice from our advisory groups made up of volunteers drawn from **nasen's** membership who offer advice and support across all areas of our activities.

Constitutional Members

The Constitutional Members are volunteers from the sector. Their role is to monitor the governance arrangements of the organisation and ensure the Trustees are acting in the best interests of the charity in line with **nasen's** charitable Objects. Additional responsibilities include recommending the appointment and removal of Trustees and Constitutional Members, agreeing any proposed changes to **nasen's** Articles of Association, approval of the appointment of **nasen's** external auditors, ratifying any transactions between **nasen** and individual Trustees, monitoring any Trustee conflicts of interest and controlling any remaining assets if the charity is wound up.

Principal Risks and Uncertainties

The Board of Trustees maintains a register of the major risks to which **nasen** is exposed. Such risks include failure to keep in touch with the needs of our members or the wider sector, a change and/or reduction in government funding for SEND and loss of organisational and/or sector knowledge through the departure of key individuals from **nasen**.

Controls, systems and financial insurances against such risks are established to mitigate any risks to acceptable levels as far as **nasen** is able, within its own practical and financial constraints. The Finance, Risk and Audit Committee monitors and reviews these arrangements and reports to the Board of Trustees on their effectiveness.

Governance, Structure and Management

Statement of Trustees Responsibilities

The Trustees are responsible for preparing the Report of the Trustees and financial statements in accordance with applicable law and regulations.

Company law and the law applicable to registered charities in England and Wales require Trustees to prepare financial statements for each financial year. Under that law the Trustees have elected to prepare their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102). Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company for that period. In preparing these financial statements the Trustees are required to:

- Select suitable accounting policies and then apply them consistently.
- Observe methods and principles in the Charities Statements of Recommended Practice SORP 2019.
- Make judgements and estimates which are reasonable and prudent.
- State whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements.
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Charities Act 2011 and the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.







Financial Review of 2025–26

Financial Review of 2025–26

Summary: During the year nasen has performed to a reasonable financial level against the backdrop of rising costs and a challenging funding environment. Whilst there was a net expenditure of £85k for the year (2024-25: £64k net expenditure), a key success of the year was the development and launch of nasen Plus membership and nasen Academy, representing a development to improve our services for the community we serve, for this reporting year and for future years to come.

The budget anticipated achievement of break even by the close of the year. However, this was not achieved, mainly due to a digital transformation project involving the development of a Learning Management System (LMS), leading to a 5-month delay in launch of nasen Plus membership and nasen Academy. The additional development time led to increased expense while also impacting the anticipated income generated through trading activities. As part of the digital transformation, there was an intention to develop a new website. Although a third party was secured to deliver this, and some work completed on both sides, a decision was made to withdraw from this development and focus on other parts of the transformation project such as nasen Academy. In addition, the external funding landscape continued to be challenging, and we saw a slow down in commissioning of activities in the run up to the release of a relevant government policy document, the Schools White Paper, "Every Child Achieving and Thriving". This was recognised through internal management controls, reflected in reforecasting of income expectations throughout the year, leading to a planned change, ending the year with a deficit.

Delivery on the learning and development activities through Universal SEND Services continued to be successful for a fourth year. We also saw good results with our charitable positioning at exhibitions and events and our academic journals despite the challenging economic environment. This is testament to the work involved in planning and delivering these events and publishing high-quality research articles, with relevance to the education sector.

Free reserves were reduced to £304k (2024-25: £427k) but remain within the range of expected reserves approved by Trustees.



Financial Review of 2025–26

Outlook

The economic climate has continued to impact nasen through rising costs and the availability of funding. A focus for 2025-26 was the development of new income streams and membership propositions. This resulted in the launch of nasen Plus membership and nasen Academy mentioned previously. 2026-27 will be the first full year of our new offer and represents a shift towards less reliance on funded programmes. Combining traded activities and funded programmes means we are better positioned to meet our charitable objectives in a sustainable way.

We are delighted that The Department for Education (DfE) exercised its option to extend the Universal SEND Services contract delivered by nasen, which is testament to effective delivery of this important Professional Development contract for those working in schools and colleges. Before the close of the year, this contract was extended for a fifth and final year, getting the 2026-27 year off to a good start.

We also continue to work on the EY SEND Programme for early years, led by the Council for Disabled Children and funded by DfE.

With the publication of the 'SEND reform: Putting Children and Young People First', we anticipate an increase in funded programmes and traded activity, furthering our charitable objectives, as the focus increases on an equitable education for all.

Our public giving income stream, while not sizeable, continues to grow. The financial year included public facing fundraising campaigns leading to donations from schools, in addition to the recruitment of runners, including for the London Marathon and Great North Run, who will be raising funds for nasen in the upcoming financial year. For the first time, our Northern Ireland activities received support from the Tesco Community Fund.

We continue to review opportunities for nasen to further its mission and will actively partner with trusts and foundations as well as new commissioners to provide invaluable resources to all our members with the aim of achieving real and sustainable change which results in a consistently equitable experience for all learners.

In our financial plans for the next year, we anticipate achieving a break-even position from our combined activities.

Financial Review of 2025–26

Charitable Activities

Training and Consultancy Activities

Improving opportunities for children and young people requires funding, enabling knowledge transfer and expertise. Training and consultancy are the core route of enabling nasen's charitable activities resulting in a contribution to reserves of £0.3m (2024-25: £0.2m), allowing us to continue to serve our growing community of practitioners and families, united in a purpose to improve opportunities for children and young people with SEND.The largest proportion of this income, £3.2m, continued to come from contracts and grants with the DfE (2024-25: £3.4m from the DfE and Education Endowment Foundation). In this financial year we delivered the fourth year of the Universal SEND Services programme with the DfE. The programme aims to improve the quality of teaching to children and young people with SEND, particularly in mainstream schools and FE settings and to ensure needs are identified and met earlier and more effectively, and that preparation for adulthood is delivered from the earliest stages to support effective transitions, including into employment.

Included in unrestricted incoming resources from charitable activities is £3.1m (2024-25: £3.3m) of income relating to contracts. Whilst this income is unrestricted, in order to satisfy the performance obligations of the contracts, nasen must commit direct expenditure to delivery. Unrestricted incoming resources from charitable activities which is not derived from contracts was £0.8m (2024-25: £0.9m).

Other training and consultancy income decreased to £0.3m (2024-25: £0.4m). Activities include delivering tailored bespoke training sessions and consultancy support, conducting SEND reviews, delivery of SEND Casework Award for local authorities, Golden Key programme for Early Years professionals, and nasen Quality Framework. Whilst nasen secured new training and consultancy projects, continued difficulties in the funding landscape and inflationary pressures have led to securing fewer opportunities than historically, combined with time invested in development of nasen Academy.

£'000	2025–26	2024–25	YoY
Government-funded programmes	3,181	3,355	-5%
Other training and consultancy	293	467	-37%
Total income from training and consultancy	**3,474**	**3,822**	**-9%**

Other Activities

Income from other trading activities of £0.4m (2024-25: £0.4m) remained stable year on year. This largely relates to exhibitions and events (£0.2m) and publications and journals (£0.2m).

Net Movement in Funds

In the year 2025-26 we recorded a net deficit of £0.1m, resulting in funds carried forward of £0.4m.

Financial Review of 2025–26

Reserves Policy for the Charity

During approval of the annual budget an expected range of reserves is approved by Trustees in line with nasen's reserves policy. For the 2025-26 financial year, the reserves range was £304k to £505k. This is based on two to four months of non-funded payroll costs and non-avoidable overheads plus a risk factor on income generation from training and consultancy income streams. The level of reserves is continually reviewed throughout the financial year by the Finance, Risk and Audit Committee. Reserves are actively reviewed including forecast positions reflecting the financial environment and the policy is adapted as necessary alongside any necessary changes to financial strategy to ensure future sustainability. Variations outside the agreed range are considered and escalated to the full Board of Trustees as necessary.

Investment

The Board of Trustees has the power to invest in such assets as they see fit. It is the policy of the Board of Trustees that any surplus of liquid funds are invested in instant access and short-term bank deposit accounts.

Going Concern

After making appropriate enquiries and in consideration of the reserves policy, the Board of Trustees has a reasonable expectation that nasen has adequate resources to continue in operational existence for the foreseeable future. For this reason, it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in 'Note 1. Accounting Policies'.

Statement as to Disclosure of Information to Auditors

In so far as the Trustees are aware at the time of approving our Trustees' annual report there is no relevant information, being needed by the auditor in connection with preparing their report, of which the auditor is unaware, and the Trustees, having made enquiries of fellow Trustees and the auditor that they ought to have individually taken, have each taken all steps that he/she is obliged to take as a director in order to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Approved by the Board of Trustees on 1st October 2026, and signed on its behalf by:

Phillipa Sherlock-Lewis
Chair of Trustees





Independent Auditors' Report

Independent Auditors' Report

to the members of the National Association for Special Educational Needs (nasen) for the year ended 31 March 2026

We have audited the financial statements of The National Association for Special Educational Needs (**nasen**) (the charitable company) for the year ended 31 March 2026 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows, and the related notes to the financial statements, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice) and the Charities SORP (FRS 102) 2019.

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 March 2026 and of its incoming resources and application of resources, including income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006 and the Charities SORP (FRS 102) 2019.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard and the provisions available for small entities and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independent Auditors' Report

to the members of the National Association for Special Educational Needs (nasen) for the year ended 31 March 2026

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statement is appropriate. Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue. Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditors' report thereon. The Trustees are responsible for the other information contained within the financial statements. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance **conclusion thereon.**

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements, or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of our audit:

- the information given in the Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' report has been prepared in accordance with applicable legal requirements.

Independent Auditors' Report

to the members of the National Association for Special Educational Needs (nasen) for the year ended 31 March 2026

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report. We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the Trustees' responsibilities statement set out on **page 52** the Trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Trustees are responsible for assessing the charitable company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditors' responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Independent Auditors' Report

to the members of the National Association for Special Educational Needs (nasen) for the year ended 31 March 2026

Based on our understanding of the charitable company and the sector in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the acts by the charitable company, which were contrary to applicable laws and regulations including fraud, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Companies Act 2006. We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls) and determined that the principal risks were related to inflated revenue and the charitable company's net income for the year.

Audit procedures performed included: review of the financial statement disclosures to underlying supporting documentation, review of correspondence with and reports to the regulators, including correspondence with the Charity Commission review of correspondence with legal advisors and enquiries of management so far as they related to the financial statements, and testing of journals and evaluating whether there was evidence of bias by the Trustees that represented a risk of material misstatement due to fraud.

There are inherent limitations in the audit procedures described above and the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. Also, the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

As part of an audit in accordance with ISAs (UK), we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the charitable company's internal control.

Independent Auditors' Report

to the members of the National Association for Special Educational Needs (nasen) for the year ended 31 March 2026

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Trustees.
- Conclude on the appropriateness of the Trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the charitable company's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the charitable company to cease to continue as a going concern.
- Evaluate the overall presentation, structure, and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

Jack Wilkinson
Senior Statutory Auditor

UHY Hacker Young (Birmingham) LLP
Statutory Auditor
9–11 Vittoria Street
Birmingham
B1 3ND

1st October 2026



Statement of Financial Activities

Statement of Financial Activities

For the Year Ended 31 March 2026

	Note	Unrestricted Funds £'000	Restricted Funds £'000	Total Funds 2026 £'000	Total Funds 2025 £'000
Incoming resources					
Incoming resources from generated funds					
Income from donations	2	17	-	17	82
Investment income	3	6	-	6	18
Incoming resources from charitable activities	4	3,799	126	3,925	4,245
Total incoming resources		3,822	126	3,948	4,345
Resources expended					
Charitable activities	5	3,907	126	4,033	4,409
Total resources expended		3,907	126	4,033	4,409
Net expenditure and net movement in funds for the year		(85)	-	(85)	(64)
Total funds brought forward	*20*	497	-	497	561
Total funds carried forward	*20*	412	-	412	497

The Statement of Financial Activities includes all gains and losses recognised in the year. All incoming resources and resources expended derive from continuing activities.

The notes on **pages 70–83** form part of these financial statements.

Balance Sheet

As at 31 March 2026

	Note	2026 £'000	2026 £'000	2025 £'000	2025 £'000
Fixed assets					
Tangible assets	*10*		177		193
Intangible assets	*11*		72		23
			249		216
Current assets					
Debtors	*12*	629		810	
Cash at bank	*13*	496		658	
		1,125		1,468	
Current liabilities					
Creditors: amounts falling due within one year	*15*	(962)		(1,187)	
Net current assets			163		281
Total assets less current liabilities			412		497
Net assets			412		497
The funds of the charity					
Unrestricted income funds	*20*		412		497

The Trustees have prepared accounts in accordance with section 398 of the Companies Act 2006 and section 138 of the Charities Act 2011. These accounts are prepared in accordance with the special provisions of Part 15 of the Companies Act relating to small companies and constitute the annual accounts required by the Companies Act 2006 and are for circulation to members of the company.

The notes on **pages 70–83** form part of these financial statements.

Approved by the Board of Trustees on 1st October 2026 and signed on its behalf by

Phillipa Sherlock-Lewis
Chair of Trustees

Statement of Cash Flows

For the Year Ended 31 March 2026

	Note	2026	2025
CASH FLOWS FROM OPERATING ACTIVITIES		**£'000**	**£'000**
Net cash (used in)/provided by operating activities	*22*	(103)	233
CASH FLOWS FROM INVESTING ACTIVITIES		**£'000**	**£'000**
Interest receivable		6	18
Purchases of tangible fixed assets		(8)	(21)
Purchase of intangible assets		(56)	(8)
Net cash used in investing activities		(58)	(11)
CASH FLOWS FROM FINANCING ACTIVITIES		**£'000**	**£'000**
Interest payable		*(1)*	-
Repayment of finance lease obligations		-	(1)
Net cash used in financing activities		(1)	(1)
		£'000	**£'000**
Net (decrease)/increase in cash and cash equivalents		(162)	221
Cash and cash equivalents at the beginning of the year		658	437
Cash and cash equivalents at the end of the year		496	658

Notes to the Financial Statements

For the Year Ended 31 March 2026

1. Accounting policies

Basis of Preparation

The financial statements have been prepared in accordance with Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102), Charities SORP (FRS 102) 2019 and the Companies Act 2006.

Going Concern

The Trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company to continue as a going concern. The Trustees make this assessment in respect of a period of at least one year from the date of approval of the financial statements.

Financial Year

The financial year is the twelve month period starting from 1 April 2025.

Incoming resources

Incoming resources have been included in the financial statements on the following bases:

- **Membership and paid services subscriptions ("Subscriptions")** - subscriptions paid to nasen are payable for one year in advance commencing on the date the subscription is purchased. One twelfth of subscription income is recognised each month over the course of a 12 month period. The proportion of subscriptions relating to periods after 31 March 2026 has been deferred and will be included in income in the year ended 31 March 2027.
- **Publications** - income from sales of publications is included in the financial statements when the publication is despatched. Income from grant-funded publications is included in the financial statements when the conditions upon which the grant becomes payable are fulfilled. Royalty income is recognised in the financial year in which publications are sold by nasen's publishing partners.
- **Journals** - subscriptions/royalties for journals are payable in advance for varying periods throughout the year. One twelfth of subscription income is recognised each month over the course of a 12 month period. The proportion of the subscriptions/royalty relating to journals produced after 31 March 2026 has been deferred and will be included in income in the year ended 31 March 2027.
- **Training** - income from grant-funded training is included in the financial statements when the conditions upon which the grant becomes payable are fulfilled. Income from non-grant-funded training is included in the financial statements on the date the training takes place.
- **Advertising and sponsorship income** - income is recognised in the month(s) when the advertisements are published and for sponsorship when the event(s) or activity to which the sponsorship relates happens. At 31 March 2026 any advertising or sponsorship paid for activities that happen after the year end is held in deferred income and will be recognised in the following financial period.
- **Exhibitions and events** - income from exhibitions and other events is included in the financial statements on the date of the event. Where income is received for an event taking place after 31 March 2026 this has been deferred and will be included in income on the date of the event.
- **Consultancy** - income from consultancy projects is included in the financial statements when the company obtains the right to consideration. Amounts received in the 12 month period ended 31 March 2026 in advance of the consideration being earned have been deferred and will be included in income in the year ended 31 March 2027.
- **Online Resources** - income from grant-funded online resources is included in the financial statements when the conditions upon which the grant becomes payable are fulfilled. Amounts received from online advertising are recognised as income over the period of the advertising agreement. Amounts relating to the 12 month period ended 31 March 2026 have been deferred and will be included in income in the year ended 31 March 2027.
- **Other income** - all other income is included in the financial statements when the amount and entitlement to the income can be measured with reasonable certainty.

Notes to the Financial Statements

For the Year Ended 31 March 2026

Resources expended

Resources expended have been included in the financial statements when an obligation to transfer value to a third party has been entered into. Unless there is an earlier legal obligation, donations and grants are included on the date of payment.

- Resources expended have been allocated in the Statement of Financial Activities as follows:
- Costs of generating voluntary income - all expenditure directly and indirectly associated with administering voluntary income.
- Charitable activities - all expenditure directly and indirectly associated with meeting the objectives of the charitable company.

Support costs include all head office and committee expenses. Staff and related costs have been allocated to activity cost categories based on estimated time expended in each area. Other support costs have been allocated to activity cost categories based on a proportion of income.

Tangible fixed assets

Individual tangible fixed assets costing more than £500 are capitalised at historical cost.

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life or, if held under a finance lease, over the lease term, whichever is the shorter:

- Freehold property 1%
- Office equipment 20%
- Computer equipment 33%

Intangible assets

Intangible assets are initial recognised at cost and then subsequently at cost less impairment and accumulated amortisation where:

1. it is probable that the expected future economic benefits will flow to the entity; and
2. the cost or value of the asset can be measured reliably.

Intangible assets are amortised on a systematic basis over their useful lives.

- Content Management System 7 years
- Customer Relationship Management System 7 years
- Learning Management System 5 years

Restricted funds

Restricted funds relate to grants received which can only be applied for a specific purpose.

Designated funds

Designated funds are amounts which have been set aside out of unrestricted funds to be utilised for specific purposes. The purpose of the designations is to identify that portion of unrestricted funds that has been non-contractually committed. Where funds are designated but, due to a change in circumstances, are never utilised for the designated purpose, they are transferred back to the general fund.

Leasing commitments

Assets obtained under finance leases are capitalised in the balance sheet and depreciated over the lease term. The interest element of these obligations is charged as expenditure over the relevant period. Rentals paid under operating leases are charged as expenditure as incurred.

Pensions

The charitable company operates a defined contribution pension scheme. Contributions payable for the year are included in resources expended.

Notes to the Financial Statements

For the Year Ended 31 March 2026

2. Income from donations

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2026 £'000	Total 2025 £'000
Donations	17	-	17	82

In the previous year nasen were supported by S&P Global in a major review of the marketing strategy of nasen and all associated activities. This service was provided free of charge by S&P Global and has been valued at £78k based on the price our partner would have charged for this service. Income of £78k was included in donations with a matching cost of £78k included within direct charitable expenditure – other.

3. Investment income

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2026 £'000	Total 2025 £'000
Bank interest	6	-	6	18

4. Incoming resources from charitable activities

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2026 £'000	Total 2025 £'000
Membership	4	-	4	3
Publications and journals	153	-	153	182
Training	1,217	-	1,217	1,739
Exhibitions and events	188	-	188	160
Consultancy	2,131	126	2,257	2,083
Online advertising activity	43	-	43	41
Other	63	-	63	37
	3,799	126	3,925	4,245

Notes to the Financial Statements

For the Year Ended 31 March 2026

5. Charitable Expenditure

	Direct Charitable Expenditure £'000	Support Costs £'000	Total 2026 £'000	Total 2025 £'000
Unrestricted funds				
Membership	-	198	198	184
Publications and journals	25	146	171	160
Training	856	301	1,157	1,543
Exhibitions and events	145	140	285	249
Consultancy	1,453	533	1,986	2,009
Online advertising activity	13	45	58	51
Other	4	48	52	122
Total unrestricted funds	2,496	1,411	3,907	4,318
Restricted funds				
Consultancy	55	71	126	91
Total restricted funds	55	71	126	91
Total charitable expenditure	2,551	1,482	4,033	4,409

6. Allocation of support costs

	Membership £'000	Publications and Journals £'000	Training £'000	Exhibitions and Events £'000	Consultancy – restricted funds £'000	Consultancy £'000	Online advertising activity £'000	Other £'000	Allocated to charitable expenditure £'000
Governance Costs	-	1	5	1	-	10	-	-	17
Staff and Related Costs	198	131	185	122	71	325	41	43	1,116
Establishment Costs	-	-	-	-	-	-	-	-	-
Exhibitions and Marketing Costs	-	1	6	1	-	12	-	-	20
Information Technology Costs	-	7	58	9	-	102	2	3	181
Membership Admin	-	1	6	1	-	12	-	-	20
Legal, Professional and Consultancy	-	2	14	2	-	25	1	1	45
Office and General Costs	-	3	27	4	-	47	1	1	83
Total 2026	198	146	301	140	71	533	45	48	1,482
Total 2025	184	114	307	130	43	470	40	43	1,331

Notes to the Financial Statements

For the Year Ended 31 March 2026

7. Incoming resources – deferred income

Incoming resources where there is an element of deferred income are as follows:

	Membership	Publications and Journals	Training	Exhibitions and Events
	£'000	£'000	£'000	£'000
Deferred income at 1 April 2025 and released to incoming resources	2	74	78	91
Income received in year	8	150	1,206	190
Deferred income at 31 March 2026	(6)	(71)	(67)	(93)
Income recognised in year	4	153	1,217	188

	Consultancy	Online Advertising Activity	Other Income	Total 2025
	£'000	£'000	£'000	£'000
Deferred income at 1 April 2025 and released to incoming resources	28	23	2	298
Income received in year	2,273	34	78	3,939
Deferred income at 31 March 2026	(44)	(14)	(17)	(312)
Income recognised in year	2,257	43	63	3,925

The reasons for deferring income are shown in note 1 to these financial statements.

Notes to the Financial Statements

For the Year Ended 31 March 2026

8. Staff

a. Staff Numbers	2026	2025
The average number employees during the year was as follows:	No	No
Operational delivery	16	15
Support	20	20
	36	35

b. Staff Costs		
The aggregate payroll costs of staff were as follows:	£'000	£'000
Wages and salaries	1,403	1,431
Social security costs	177	158
Pension costs	116	112
Other employee benefits	10	6
	1,706	1,707

c. Higher Paid Staff	2026	2025
Information regarding employees receiving emoluments exceeding £60,000 during the year ended 31 March 2026.	No	No
Number of employees receiving emoluments between £60,001 and £70,000	2	3
Number of employees receiving emoluments between £70,001 and £80,000	-	-
Number of employees receiving emoluments between £80,001 and £90,000	-	-
Number of employees receiving emoluments between £90,001 and £100,000	-	-
Number of employees receiving emoluments between £100,001 and £110,000	1	1

There were no defined retirement pension benefit contributions paid during the year to 31 March 2026 (31 March 2025: £Nil).

No Trustee received any emoluments from the charitable company during the year to 31 March 2026 (31 March 2025: £Nil).

£2,109 of expenses were reimbursed to or incurred on behalf of trustees during the year (31 March 2025: £1,239).

d. Key Management Personnel

The key management personnel of the charitable company comprise the trustees and the executive leadership team as listed on **page 10–11**. The executive leadership team consisted of 3 employees as at 31 March 2026 (31 March 2025: 4).

The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the charitable company for year ended 31 March 2026 was £289,163 (31 March 2025: £324,477).

Notes to the Financial Statements

For the Year Ended 31 March 2026

9. Movement in total funds for the year

	2026	2025
Movement in total funds for the year is stated after charging:		
	£'000	£'000
Depreciation of tangible fixed assets - owned	24	29
Depreciation of tangible fixed assets - finance leases	-	-
Amortisation on intangibles	7	21
Auditors' remuneration - audit work	14	14

10. Tangible fixed assets

	Freehold Property	Office Equipment	Computer Equipment	Total
Costs	£'000	£'000	£'000	£'000
At 1 April 2025	221	92	95	408
Additions	-	-	8	8
Disposals	-	-	(15)	(15)
At 31 March 2026	221	92	88	401
Depreciation				
At 1 April 2025	64	73	78	215
Charge for the year	2	10	12	24
Eliminated on disposal	-	-	(15)	(15)
At 31 March 2026	66	83	75	224
Net book value				
At 31 March 2026	155	9	13	177
At 31 March 2025	157	19	17	193

Included within the net book value is £497 (31 March 2025: £894) relating to assets held under finance leases.

Notes to the Financial Statements

For the Year Ended 31 March 2026

11. Intangible assets

	Total
Cost	£'000
At 1 April 2025	235
Additions	56
At 31 March 2026	291
Amortisation	
At 1 April 2025	212
Charge for the year	7
At 31 March 2026	219
Net book value	
At 31 March 2026	72
At 31 March 2025	23

Intangible assets are made up of computer software related to a CRM (Salesforce) and website (Drupal) which went live in January 2021 as well as a learning management system and website developments related to membership which went live in February 2026.

12. Debtors

	2026	2025
	£'000	£'000
Trade debtors	119	173
Prepayments and accrued income	495	625
Other debtors	15	12
	629	810

Notes to the Financial Statements

For the Year Ended 31 March 2026

13. Cash at bank

	2026	2025
	£'000	£'000
Current accounts	484	572
Instant access deposit accounts	12	86
	496	658

Fixed term deposits of less than one year are treated as liquid resources and included within cash at bank.

14. Analysis of changes in net funds

	1 April 2025	Cashflow	31 March 2026
	£'000	£'000	£'000
Cash in hand and at bank	658	(162)	496
Finance lease obligations	(1)	-	(1)
Total	657	(162)	495

15. Creditors: amounts falling due within one year

	2026	2025
	£'000	£'000
Trade creditors	102	225
Accruals	297	433
Deferred income	312	297
Finance leases (note 17)	1	1
Other creditors	-	1
Taxation and social security	250	230
	962	1,187

16. Taxation

No taxation is payable for the current or previous financial year as all surpluses arise from activities furthering the charitable objects of the charitable company and are utilised for charitable purposes, therefore leading to exemption from taxation.

Notes to the Financial Statements

For the Year Ended 31 March 2026

17. Obligations under finance leasing arrangements

	2026	2025
	£'000	£'000
Gross lease obligations repayable:		
Within one year	1	1
Greater than one year and less than five years	-	-
	1	1
Less finance charges	-	-
Net lease obligations repayable	1	1

18. Constitution

The charitable company is limited by guarantee and does not have a share capital.

19. Restricted income funds

	Balance at 1 April 2025	Incoming Resources	Outgoing Resources	Balance at 31 March 2026
	£'000	£'000	£'000	£'000
DfE funded projects	-	126	126	-
	-	126	126	-

The DfE funded projects relate to a grant received with the objective of developing and providing an early years training package that can be used in all mainstream schools to give an overview of all aspects of SEND and a grant received for the supply of services, supporting the co-drafting of best practice guidance what will support SEN units, resourced provision, and pupil support units.

Notes to the Financial Statements

For the Year Ended 31 March 2026

20. Unrestricted income funds

	£'000
Balance at 1 April 2025	497
Net deficit for the year	(85)
Balance at 31 March 2026	412

21. Analysis of net assets between funds

	General Funds	Designated Funds	Restricted Funds	Total Funds
Fund balances at 31 March 2026 are represented by:	£'000	£'000	£'000	£'000
Tangible and Intangible fixed assets	249	-	-	249
Current assets	1,125	-	-	1,125
Current liabilities	(962)	-	-	(962)
	412	-	-	412

Comparative information in respect of the preceding period is as follows:

Fund balances at 31 March 2025 are represented by:

	General Funds	Designated Funds	Restricted Funds	Total Funds
	£'000	£'000	£'000	£'000
Tangible and Intangible fixed assets	216	-	-	216
Current assets	1,468	-	-	1,468
Current liabilities	(1,187)	-	-	(1,187)
	497	-	-	497

Notes to the Financial Statements

For the Year Ended 31 March 2026

22. Reconciliation of net expenditure to net cash flow from operating activities

	Total 2026	Total 2025
	£'000	£'000
Net expenditure	(85)	(64)
Investment income	(6)	(18)
Interest payable and similar charges	1	1
Depreciation	24	29
Amortisation	7	21
Decrease in trade debtors	54	88
Decrease in prepayments and accrued income	130	106
Increase in other debtors	(3)	-
(Decrease)/increase in trade creditors	(123)	167
Decrease in accruals	(136)	(79)
Increase/(decrease) in deferred income	15	(48)
Decrease in other creditors	(1)	(1)
Increase in taxation and social security	20	31
Net cash (used in)/provided by operating activities	(103)	233

Notes to the Financial Statements

For the Year Ended 31 March 2026

23. Capital and other commitments

	2026	2025
Contracts for future capital expenditure not provided in the financial statements	£'000	£'000
Tangible fixed assets	-	-

	2026	2025
Trustee approved future expenditure not provided in the financial statements	£'000	£'000
Intangible assets	-	41

The company had the following future minimum lease payments under non-cancellable operating leases for each of the following periods:

	2026	2025
Payment due	£'000	£'000
Not later than one year	5	5
Later than one year and not later than five years	2	2
Later than five years	1	3
	8	10

Notes to the Financial Statements

For the Year Ended 31 March 2026

24. Related party transactions

The following related party transactions took place in the period of account:

Purchases of nasen services

Related Party	Relationship	Number of Transactions	Total £	Outstanding at 31 March 2026
Halesowen College	Declared Trustee interest	1	109	-
Walton Hall Academy	Declared key management interest	1	10	-
Newfriars College	Declared key management interest	3	218	89

nasen purchases of services

Related Party	Relationship	Number of Transactions	Total £	Outstanding at 31 March 2026
Prince Albert Community Trust	Declared Trustee interest	1	260	-

All transactions were conducted at arm's length, in accordance with nasen's normal procurement procedures and with Charities SORP (FRS 102) 2019.

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nasen
Helping Everyone Achieve