

IMPACT REPORT

2021-2022



Welcome from our chair and chief executive

Welcome to Share's 2021/22 Impact Report, which looks at the difference we made to our students' lives between April 2021 and March 2022.

Despite the incredibly challenging socio-economic climate and the ongoing pandemic, Share grew and was able to deliver more services to more people than ever in 2021-22.

We listened to our students and looked at our data to react to their changing needs. This meant we focused on supporting their physical and mental wellbeing, and giving our students the skills they need to develop positive relationships and participate in their communities.

It's difficult to predict now what the long-term impact of Covid, coupled with austerity, will be on people with learning disabilities and autism, but, unfortunately, it's likely to have some negative outcomes. Our students' scores in our Outcome Star for communication skills, physical health and their ability to make and maintain friendships and relationships were all negatively impacted in 2021-22, and we will do our utmost to focus on strengthening these areas going forward.

It's been heartening to see all the good work and progress that has happened despite such difficult circumstances. We now have a home cooking skills course run from a wonderful kitchen in Brixton and this gives our students the skills and knowledge to prepare nutritious meals for themselves and their loved ones at home. We're also seeing more students able to build relationships with each other outside of Share, which will steadily reduce their need for our support (which tends to be most charities' overall aim).

Our staff and volunteers showed extraordinary care, resilience and agility in putting student wellbeing at the heart of all they did, when they were under considerable strain themselves. Our funders have shown incredible flexibility and support to ensure Share continued to provide services that empower people to take steps towards fulfilling their potential. Without you all, Share could not exist, so thank you!

A final thank you must go to Annie McDowall, who stepped down as Chief Executive in May 2022 after 19 years in the role. Annie oversaw a transformation of Share in everything from our financial strength to the number of people we support, and we wish her the very best for the future.



Kate Heaps
chair of trustees



Abi Carter
chief executive



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Who we are

Share Community is a leading provider of specialist training and support services for adults with learning disabilities, autism, physical disabilities, and mental health needs. For 50 years, our committed teams have helped people enjoy more choice and independence, and live happier, healthier lives. We work from three sites in south London – in Clapham Junction, Tooting and Brixton.

Why we exist

Disabled people often experience discrimination, stigma, exclusion, and loneliness. They may struggle to access quality healthcare, find employment, or enjoy a social life, which leads to poorer health and wellbeing. We support people to develop the skills and confidence needed to live the lives they want. We believe that everybody has the right to fair treatment, and our vision is a world in which disabled people are equally valued and included.



What we do



QUALIFICATIONS

We provide nationally recognised accredited and vocational training courses in maths and English, digital skills, horticulture, and catering.



LIFE SKILLS

We support students to learn the practical skills needed to navigate everyday life, including how to travel on public transport, go shopping, visit the doctor and dentist, eat healthily and exercise, and look after their mental health.



WORK

We prepare our students for their first steps towards employment, support them to achieve their employment aspirations, and provide practical work experience in our catering and horticultural social enterprises.



SELF-ADVOCACY

We help our students to understand their rights and choices, and provide opportunities for them to direct their own learning, so they can speak up and be heard.



SUPPORT

We provide practical help and emotional support tailored to our students and their families, helping people progress in their home environments and reach their personal goals.



PERSONAL DEVELOPMENT

We run programmes in art, music, creative writing, and wellbeing to help people express themselves, which helps them grow in confidence, and improve their communication skills.



RELATIONSHIPS

We aim to empower our students to understand, develop, and experience friendships and loving relationships that are positive, healthy, and safe.



LEISURE

We recognise the importance of relaxing and having fun. We run a social inclusion project and a befriending scheme to support people to enjoy friendships, go out and try new things, and be more included in their communities.

What makes us different?

We're passionate about empowering our students to live their lives as they choose. We believe that everyone has something to offer others, and we build on people's individual talents, interests, and abilities. And we're proud of all our staff and volunteers, whose dedication and passion in working with families, agencies, and communities, continues to create positive change.

We work across various disability categories, continually adapting accessible courses and support services to meet a range of abilities and needs. We're accredited by the *National Autistic Society*, which means we provide a high level of consistent best practice to help the learning and achievement of our autistic students. We're currently working towards advanced autism accreditation status, to encourage even greater independence, and provide the highest quality personalised programmes for each autistic student at Share.

Our specialist service delivery team includes dedicated wellbeing staff, who provide ongoing pastoral support, and help to manage each student's journey towards independence.

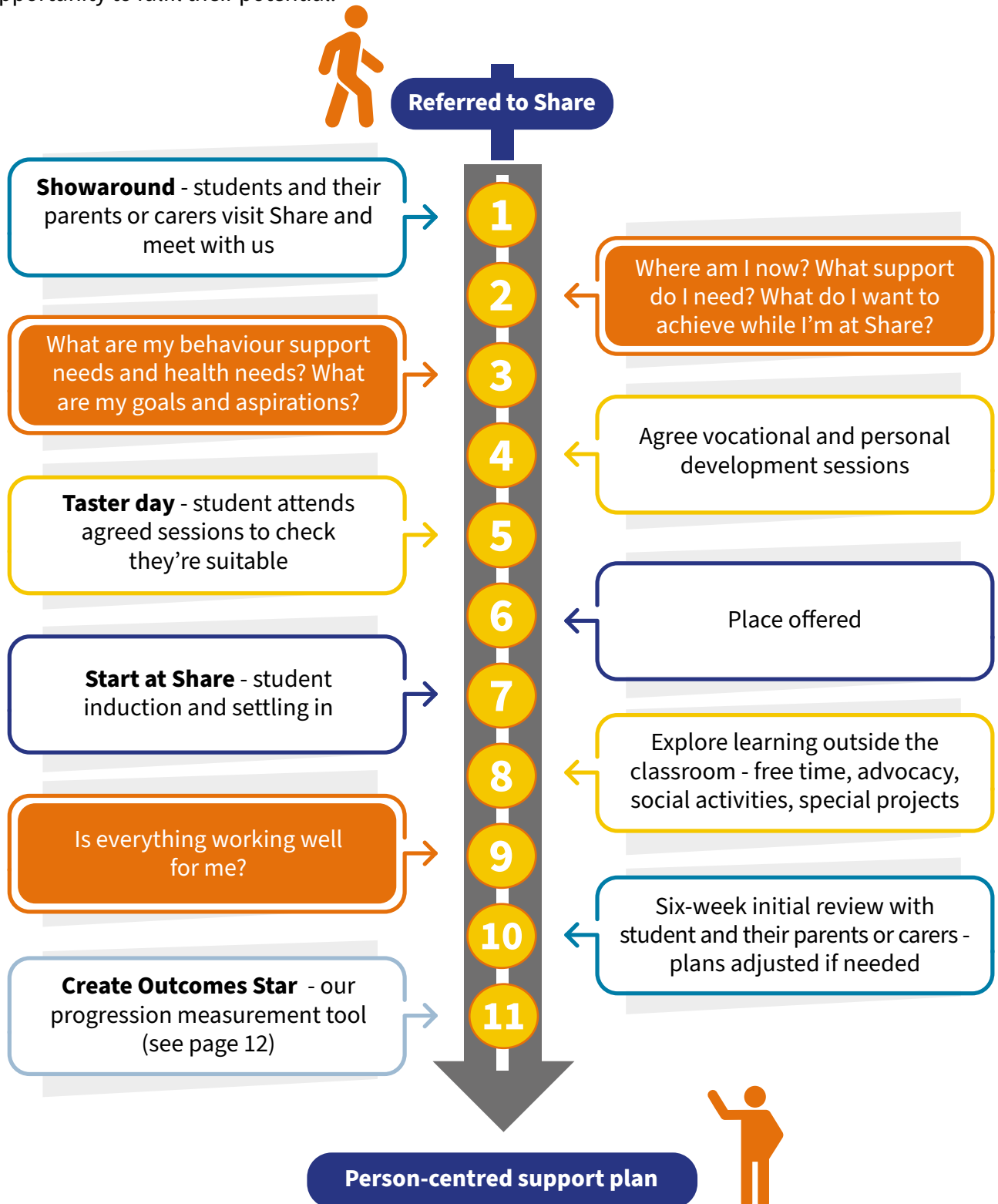
How we work

Our person-centred approach

At Share, we recognise and respect that everyone is unique, and we're committed to providing supportive and inclusive programmes tailored to individual needs. We work closely with our students to help them identify and work towards their personal goals, to make sure that everyone has the opportunity to fulfil their potential.

What happens when someone is referred to Share?

Our wellbeing team meet with potential new students, and their parents or carers, to assess their wants and needs, and begin the journey that leads to the development of a person-centred support plan.



Creating pathways

Our core training courses, programmes and activities are designed to provide a range of outcomes for our students. We seek to create pathways, encouraging students to consider what their long-term hopes and aspirations are, and then supporting them on their journey.

We take care to understand people's interests and abilities, to provide the routes that best suit their aims and expectations. Some students want to make more friends, some wish to live on their own, find a job, or communicate better.



I'd like to live on my own

Courses at Share: Independent living, My Life My Way, Home Cooking, My Community and Me

Encouraging students to advocate for their wishes and feelings

Signposting: to social services to start discussing a house move, to supported housing providers, or to the mental health team for additional support

Support from our wellbeing team: listening to concerns, support during the transition, helping to understand all aspects of the move



I want to find a job

Vocational training at Share leading to qualifications; catering, horticulture, English and maths

Employment training and support: Steps into Employment course, one-to-one job coaching

Work experience in social enterprises, *Share Catering* or *Share Nurseries*, and support from our employment advisor to secure external work experience

Support from our wellbeing team and employment advisor: signposting to other employment support services



I want to make friends

Daily activities at Share: dedicated lunchtime and free time support to socialise and make friends

Befriending service: regular meetings with a befriender to socialise and connect over shared interests

Go Anywhere, Do Anything: group trips out to enjoy a social life and **I Choose My Friends:** support to go out on one-to-one trips with friends

Ongoing **personalised support with communication** and relationships from the wellbeing team



I want to communicate more

Communication support from the wellbeing team including bespoke communication tools, communication books and learning Makaton (a communication aid using speech, signs and symbols)

Referrals to speech and language therapists, or behaviour specialists if needed, and supporting students to access and understand these services

Student Voice and Spectrum: self-advocacy groups at Share to encourage decision making and having a voice

Self-expression through Share's arts, music, and creative writing programmes, and contributing to the student newspaper



I want to be in control of my own health

Health and wellbeing sessions, including educational visits from specialist health providers

Home cooking skills courses at our bespoke training kitchen, and special cooking events for students and their families to support healthy eating

Regular sports activities delivered by *Disability Sports Coach* and *Movement Works* (external sports and movement specialists), and sports events and collaborative projects with mainstream sports clubs

Family liaison support for students and their families to learn about healthy eating and encourage positive lifestyle choices, and **signposting** families to local projects to help with all aspects of healthy living



Young People Ask

Who Are My True Friends?

"Cori has expanded my horizons. When I'm with her, I meet new people, try new things, and have fun every step of the way. Cori's friendship has literally changed my life!"—Tara. *

...at kind of friend... too good to be true? If... tial friends are all around... discover who they are.

...nds but *have* no friends.' That's how 21-year-old describes the experience of being around a lot of people but g particularly close to any of them. That feeling might be common among those on a social network. "You could have a nds list' and look popular and awesome," says 22-year-old



Case study – Harold, finding a job

Harold used to have a job working for a retail company but was made redundant during the pandemic. He worked with our job coach to identify his employment goals, update his CV, and polish up his interview skills.

Harold also attended a job club we ran collaboratively with Wandsworth's *WorkRight* scheme and social care charity *Choice Support*, aimed at helping people develop the soft skills needed for work. Students learnt about effective communication and appropriate behaviour in a work setting. They used role-play to understand what you should and shouldn't do in interviews, and to learn what makes a good employer and employee.

Our job coach supported Harold to apply for roles and attend interviews, which led to him getting a job in ASDA, and moving on from Share. We're delighted for Harold and wish him the very best of luck!

'I learnt about jobs at Share...it's a nice place to learn and to know people.'

Case study – Tevin, communicating more confidently

Tevin communicates through signs and assistive technology. When he first joined Share's horticultural programme, he found it difficult to engage, and would often use his digital voice to say he was sad.

Tevin has sensory differences, which means that processing everyday sensory information can be difficult and affects how he acts and feels. Gardening proved to be an effective way for Tevin to explore his sensory needs, which in turn reduces his anxiety, and gives him space to build on his skills. The tutors at the garden noticed that Tevin enjoyed the feeling of water and soil on his hands. They started adapting his gardening activities to allow him to experience the textures, sounds and movements that he loves.

Tevin excelled at watering plants, washing pots, and preparing compost mixes. And as his confidence grew, he branched out to other activities like mowing the lawn. Tevin has significantly improved his communication and social skills, and he now uses his digital voice to hold more sustained conversations and explore friendships with other students.



Student numbers and course enrolments

In total, 160 disabled people accessed our services during the year, regardless of the number of days and sessions attended. We started the year with 100 full time equivalent (attending three days per week or more) students and ended with 120, making our cumulative average of full-time equivalent students 110.

Our vocational training projects lead to recognised qualifications for our students, with the independent living and non-vocational programmes assessed through portfolio development. The pandemic disrupted external assessments of accredited units last year, with only one student able to complete her catering qualification. However, we have since resumed accreditations, and assessments are taking place once again.

Student needs profile

LEARNING DISABILITY



ASD (AUTISM SPECTRUM DISORDER)



MENTAL HEALTH NEEDS



PHYSICAL DISABILITY



DOWN'S SYNDROME



SENSORY IMPAIRMENT



ADHD



English and maths

18 students took part, their focus being to learn strategies to help them manage numbers and money with greater confidence in everyday living situations.

Independent living skills

38 students enrolled, studying topics like:

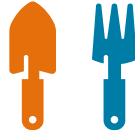
- living in a diverse society
- environmental issues
- personal safety
- rights and responsibilities
- food safety
- cooking techniques
- household shopping and expenses.

The course has diversified into:

- Household skills
- Home cooking
- *My Life My Way*, focusing on making choices in everyday life

Horticulture

58 students took part. Although accredited units were not assessed, students had a busy and successful year, enjoying the therapeutic benefits of gardening.



Catering

25 students learnt about food safety and developed their culinary skills. One student achieved the CIEH Foundation Level Certificate, with the rest of the group resuming external assessments at the end of the year.



Digital Skills

18 students improved their skills in safe digital communication, use of Microsoft Office packages, use of digital technology such as iPads and mobile phones, recreational use of digital resources, and digital art and design.



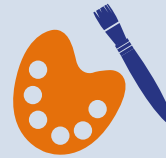
25 students joined our new *Health and Wellbeing* course, helping people better understand and look after their own mental and physical health.



19 students took part in *Steps into Employment* classes, to prepare our students for employment – whether that paid, voluntary, or work experience.

32

students attended art sessions.



33

students took part in music classes.



27

students joined *My Community and Me*.

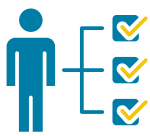


14 students took part in our new *Get Out and About* programme, helping people learn out in their communities.

Measuring progress

The Outcomes Star is a tool we use to measure change and track progress across nine key areas. It helps us reflect and adapt our services to best suit our students' needs. We record scores on a scale of one to ten, with ten representing self-reliance and choice, and one showing that things aren't working well. On average, our students tend to score around six.

Dealing with the longer-term effects of the pandemic, and an increase in referrals for people with more complex needs, means we've had a challenging year, with four areas showing a slight decrease. Three areas remained steady, and two increased.



Practical skills

Physical coordination, physical awareness and safety, as well as knowing the materials and methods needed to carry out a task.

Score 6.7
One year comparison: Steady →
Five-year comparison: +12% ↑

Students in our catering and horticulture programmes use more practical skills so scored higher than average. Our new home cooking and *My Life My Way* programmes embed independent living skills further, and we aim to include more practical elements in all of our sessions.



Communication and social skills

Being able to interact with people and manage in a range of social situations. The ability to express yourself and understand other people.

Score 6.4
One year comparison: -1.5% ↓
Five-year comparison: +14% ↑

Students who took part in social inclusion projects understandably scored higher. We launched *Get Out and About*, a community-based course, to help students navigate social situations in public. And an inclusivity guide improves how we use communication aids, like Makaton, talking mats, pictures, and symbols.



Learning skills

Thinking things through and learning from experience. This means being able to find things out, concentrate, and plan.

Score 5.8
One year comparison: Steady →
Five-year comparison: +9% ↑

Students on community-based programmes that encourage them to try new experiences, and those who live independently scored higher. We've introduced a digital life skills course with a focus on finance, and we're working more with families to help students embed the skills they've learnt at Share at home.



Physical health

Healthy living, the ability to visit healthcare providers and understand the importance of health screening and treatments.

Score 5.8
One year comparison: -3% ↓
Five-year comparison: +7% ↑

We've introduced a new health and wellbeing project to improve students' awareness of their own mental and physical health. We've also resumed all our physical activity sessions, working with specialist partners like *Disability Sports Coach* and *Movement Works*.



Living skills

Everyday practical skills including cooking, cleaning, personal hygiene, shopping, managing money, and travelling.

Score 6.0
One year comparison: Steady →
Five-year comparison: +7% ↑

Two-thirds of students on our new *My Life My Way* course scored higher than average. Sessions focus on practical skills in the home, and support students to make their own choices about how they wish to live. Our new home cooking skills course will also develop our students' abilities to live more independently.



Friends and relationships

How well students get on with their peers, make and maintain friendships, and understand different relationships, like family or co-workers.

Score 6.0
One year comparison: -4.75% ↓
Five-year comparison: +9% ↑

Those who took part in our social inclusion projects scored higher on average. We introduced *I Choose My Friends*, a new scheme to help students nurture new friendships outside of the Share setting. We also plan to include relationship support for our students from specialist external organisations.



Wellbeing

How students feel in general, what helps them feel more relaxed, content, positive, and at ease with themselves.

Score 6.2
One year comparison: +2% ↑
Five-year comparison: +13% ↑

Our self-advocacy groups *Student Voice* and *Spectrum*, help students have their say about their own lives, improve their decision-making skills, and feel valued. We plan to focus on helping students identify and manage difficult feelings at home and in the community, as well as when they're at Share.



Social responsibility

How students manage their own behaviour and understand how it might affect other people. How to act safely and responsibly.

Score 6.2
One year comparison: -4.5% ↓
Five-year comparison: +13% ↑

We've created comprehensive behaviour management plans to support students to use the techniques they learn at Share at home. We plan to introduce student representatives, to give our students greater responsibility over how we create and share codes of conduct at Share.



Work readiness

Understanding a working environment, identifying the type of work students want to find, gaining relevant skills, and being realistic about work goals.

Score 3.7
One year comparison: +3% ↑
Five-year comparison: +12% ↑

Steps into Employment students scored significantly higher. A key challenge is changing society's perception of employing people with learning disabilities and autism. We're aiming for our *Spectrum* group and Employment Specialist to provide disability awareness training to potential employers.

Case study – Shammah, understanding other people

Shammah wants to get a job in the catering industry, so he studies catering, and maths and English, and is in our *Steps into Employment* programme. He previously struggled to accept that people have different views from him. When anyone expressed an opinion that he didn't agree with, he was dismissive of them, and this caused arguments with other students. As tolerance is necessary to succeed in the workplace, it was also a barrier to reaching his employment goal.

His tutors and our wellbeing team worked together to encourage openness and respect of other people's viewpoints. They adapted each session to support this, so for example, during English class Shammah learnt about freedom of speech. Gradually he started listening more, and now he understands that you can have an opinion that's different from other people. This was evident when he chose to write an article for Share's student newspaper about protests in the Caribbean due to a royal visit. Shammah independently decided that he would like to start his piece by acknowledging that people have different perspectives on the topic, and he presented a fair and balanced article.

Over the past year, Shammah's student star scores have gone up in four areas: communication & social skills, living skills, social responsibility, and work readiness. He's been much more helpful with his peers, and respectful of their needs. And he's been taking more responsibility for his own path, becoming more engaged in sessions with our employment specialist, and is now well on the way to applying for jobs.



Case study – Alexandra, making new friends

When Alexandra first started at Share, although focused and engaged during sessions, she was quiet outside of classes, and spent time alone during breaks and free time. After she settled in, we talked to her about joining *Go Anywhere, Do Anything*, our social inclusion project supporting groups of students to go out socially in evenings and weekends. After a patchy start when the pandemic disrupted our trips out, we were soon up and running and Alex joined in the fun.

She particularly loves our visits to *Bubble Club*, a programme aimed at disabled adults, pioneering what the possibilities of high-quality, inclusive, and accessible nightlife can be. Alexandra said, 'I used my communication skills [to talk to others].' Going out socially has helped Alexandra come out of her shell and connect more with others.

Her student star score in friends and relationships has gone up 33% over the past year and she's become more responsive to her peers. Alexandra has since developed and nurtured multiple friendships at Share, independently exchanging numbers, meeting up with her new friends in her spare time, and inviting them to her birthday party.



Putting our students at the heart of what we do

We want our students to make their own choices about the opportunities available to them, so it's important that they can contribute their valuable feedback to help us keep improving what we do.

We used *Photosymbols* to create easy-read **student surveys**. Some students responded independently while staff members supported others to respond using communication aids like Makaton and pictures.

'You get to do lots of jobs and keep busy. It is a safe and healthy place to be.'

95%

of students say Share helps them to make new friends

90%

of students say Share helps them to be healthier

'It helps me to be independent.'

When asked what Share could 'do more of', the most popular answers from our students were more trips out, more practical activities, and more cooking. Since the survey in 2021 we've fully resumed our *Go Anywhere, Do Anything* trips, delivered more community-based learning projects, and launched our new home cooking skills course.

'The best thing of Share is the activities and the places you will go.'



Supporting parents and carers

We run regular parent and carer meetings for people to share stories, raise concerns, and discuss their needs, helping us stay connected with our students' wider networks. We invested further in family support with the introduction of family liaison officers in June 2021, to provide encouragement and guidance to help students live more independently at home. We also conducted a survey to find out how parents and carers view Share:

'The time and effort they spend to understand the needs of their service users. Always there to assist when a student is anxious or trying to cope with life challenges.'

94%

of parents and carers said we were good or excellent at meeting the needs of the person they support

91%

feel Share is good or excellent at improving students' confidence and mental wellbeing

97%

said we were good or excellent in terms of safety, quality of service and competence of staff

'Most of all we value the staff, their commitment, knowledge, and professionalism. We value the safe, inclusive environment and the activities and educational opportunities that Share provides.'



Celebrating our volunteers

Whether befrienders and social buddies accompanying students on social trips out, or volunteer support workers, our volunteers all give their time and passion to help our students reach their potential, making a huge and positive impact on our work.

Over the past year, we've invested in our volunteer programme, growing our in-house volunteer support team, and improving our volunteer recruitment and training. We've built strong connections with universities, volunteer centres, and local community groups to attract a diverse group of volunteers. To demonstrate and maintain our commitment to volunteering best practice, we're currently working towards the *Investing in Volunteers* quality standard.

2,244 hours donated over the year

If we had paid a support worker the 2021/2022 London Living Wage of £11.05 per hour to do this work, it would have cost us £28,019* in salary alone

*including employer's NI and pension contributions

'The students and the staff members are all such incredible human beings, and I feel I have learned a lot about love and humanity over my time with you all.'



'I get more out of it than I could ever possibly put in. It's something I look forward to doing every week, I'm very lucky to be able to volunteer at Share!'



New health and wellbeing programme

After witnessing the longer-term effects of the pandemic on general wellbeing, we launched a new health and wellbeing course to support our students to better look after their own mental and physical health. We continue to tackle the health inequalities that exist for people with learning disabilities, who on average experience worse health and life expectancy than the rest of the population. Our students need to look after their health, just like everybody else, so it's important that we support them to access good quality healthcare. Our programme includes linking up with *NHS South West London* and organisations like *SeeAbility* to learn about the importance of screening and health checks.

Animal therapy improves mental health

We introduced a therapy dog, using *Pets As Therapy*, a national charity that enhances the wellbeing of thousands of people across the UK by giving them access to the companionship of an animal. The weekly visits gave students the chance to build their confidence around dogs and had a calming presence.



Getting fit and healthy

Funding from the *NHS Wandsworth Community Grant* scheme helped us buy our students pedometers to motivate them to get more active. We appointed student health champions to encourage their peers to walk more and promote positive health messages like how to cut down on cholesterol, eat more healthily, and improve mental wellbeing using meditation.



The health and wellbeing class created useful, easy-read information displayed on a dedicated health noticeboard at Share



Healthy home cooking event connects families

With funding from the *Wandsworth Grant Fund* our family liaison team partnered with *Healthy Living Platform* to run a home cooking event learning about nutrition and portion control. Six students and their parents spent the day at our professional grade kitchen to prepare, cook, and enjoy a healthy, yet easy, meal together. We supplied recipe packs at the end to encourage students to cook back at home with their families.



A Share student having their job in our immersive learning space, with projected calming images and soothing music

Accessible vaccination clinics

After the success of our first sensory vaccination clinics at Share, run in collaboration with *NHS Wandsworth* and a local GP, we shared the clinic model through our communication channels. Several other service providers approached us who were interested in replicating it. Share was invited to speak at a conference funded by *NHS London* and run by *Bild (The British Institute of Learning Disabilities)*, and the *Greater London Community Learning Disability and Autism Community of Practice*, exploring what positives could be derived from the pandemic. We plan further seasonal vaccination clinics for flu as well as Covid, and aim to extend the sessions to include general health advice, and support around learning disability health checks.



Share staff member Shannon talking about the success of accessible vaccination clinic settings

FOCUS ON Combating loneliness

A survey in 2021 by disability charity, Sense, found that almost two-thirds (61%) of disabled people report feeling chronically lonely, rising to 70% of young disabled people.

Befriending

Our befriending scheme launched after witnessing many of our students struggle with isolation during the pandemic. Following the success of our pilot programme, the service has grown in popularity and continues to thrive. Thanks to the ongoing support of our volunteer befrienders, our students get out more in their communities and enjoy valuable friendship and connection with others.

‘There seems to be a genuine friendship growing between Louisa and her befriender, it makes it easier for her to open up about the challenges she faces on a daily basis.’

Family member

94%

felt happier and less worried since they started to meet with a befriender

Alex and Edmond

Edmond meets up most weeks with volunteer Alex, and they’ve built up a great rapport. Edmond said, ‘I’m enjoying my time with Alex and we might go to the pub again next week for another cheeky half pint!’

For Alex, volunteering as a befriender has been a rewarding and enjoyable experience. ‘I enjoy being able to spend time consistently with Edmond, getting to know him. Getting to do activities together that we don’t normally do is always fun. We’ve got to do lots of nice walks around his area together and visited his local pub.’



100%

of students surveyed thought their befriender was excellent, good, or OK

‘My mental health has improved so much since seeing you on Fridays.’

Tara, befriendee

25 students benefitted from

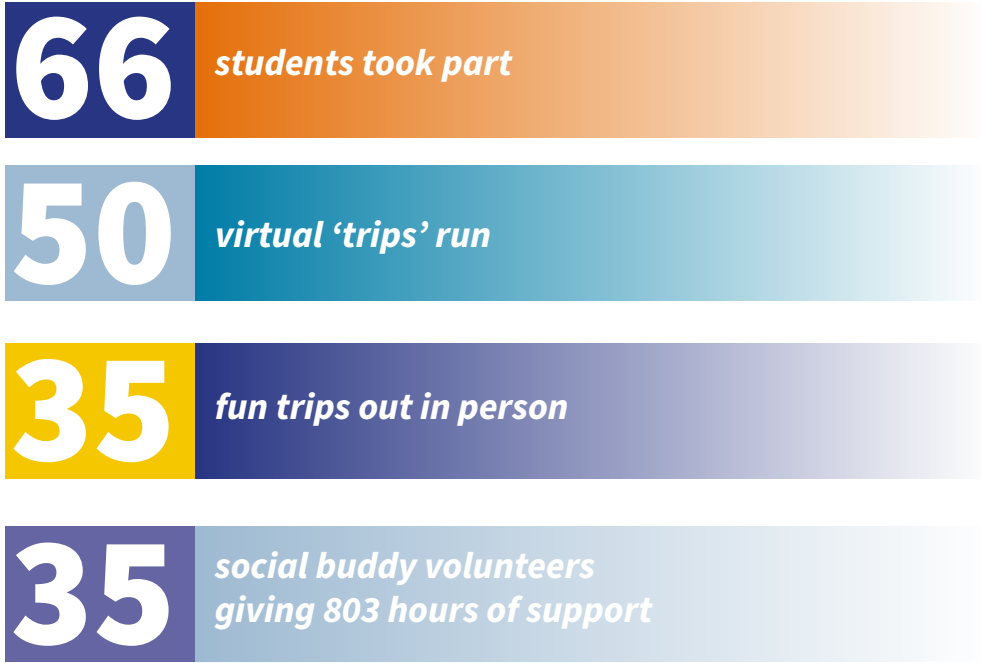
482 befriending sessions

=

641 hours of support

Enjoying a social life with *Go Anywhere, Do Anything*

During the pandemic we ran social events virtually, creating fun experiences over Zoom, including virtual museum and stadium tours, and DIY comedy nights. As soon as lockdown restrictions eased, we reintroduced supported group trips out for our students to enjoy a range of social activities. We've been clubbing, gone to England football matches, toured Arsenal Stadium, been to interactive art shows, gone boating, had numerous meals out, and even a trip to Brighton.



We've added a new project called *I Choose My Friends*, to support students at Share who want to go out with their friends in evenings and weekends.

Vishal and Mansoor

Vishal invited Mansoor to meet up with him and they both decided to play a round of crazy golf and then go out for food. Vishal's volunteer befriender Iain, and fellow volunteer Adrien helped to organise the trip, and went along to support Vishal and Mansoor. They all met up on a Saturday morning at Clapham Junction station, walked to *Putt In The Park* at Battersea Park, played a round of mini golf, and then ate pizza together in the café. Whilst our usual *Go Anywhere, Do Anything* trips out involve larger groups, sometimes it's good to socialise with just one friend at a time.





Community learning

My Community and Me is a practical project that takes learning out of the classroom to support people to integrate more in their local communities. Students have been taking the lead and choosing where to go, navigating public transport, and visiting shops, libraries, and other public spaces.

Get Out and About launched in Autumn 2021, designed as a step on from *My Community and Me* for our independent travellers. The number of sessions per week has since increased and students are choosing to visit gyms, local green spaces, play hockey and football, and have started volunteering at a community café.



Home cooking skills

In early 2022, with funding from *Lambeth Council*, we created a new kitchen facility at our teaching site at *We are 336* in Brixton. Fully accessible, with countertops specially adapted for wheelchair use, we've equipped the purpose-built kitchen with the types of familiar appliances and utensils you'd have at home. Our students can now learn the skills and take home the recipes to help them prepare everyday healthy meals independently at home.



- FOCUS ON Self-expression

Share's arts programme flourished once again this year with students exploring sounds, nature, textiles, fashion, upcycling, and sensory art. In early 2022, we started a new collaboration with the *Royal College of Art*, running a series of workshops exploring fashion and disability through hat making. The partnership culminated in a millinery fashion show as part of the *Wandsworth Arts Fringe*, a unique opportunity for students to showcase their creative work, engage with the local community, and challenge perceptions about disability.



Portrait photography by Esmé Moore, assisted by Lucy Bilcock



FASHION + JOY
SHARE + RCA

Event photography by Michele Panzeri



Our long-term volunteer Janice runs our creative writing sessions. They allow students to explore their feelings and express themselves more freely through poetry and speaking aloud.

My dream

Eileen

My dream is to read and to knit, and for my mum's legs to get better, and to go with her to visit her sister in the bungalow in Lincolnshire.

Yasmin

My dream is to make sure Pakistan will be OK. We have to do something. My mum would be so proud. I have 18 cousins in Pakistan, they are close to my heart.

Shaun

My dream is to go on the trip to the disco, to do a dance-off at the disco.

Luke

My dream is to write a book, that explains gardening. I would like to be an author and a gardener. I like weeding and working in the greenhouse, and clearing the nettles.

Claire

My dream is freedom, to help my family and my friends

Chris

My dream is I would like to become a friend of Alfie, and I want to go back and see Mum next Wednesday.

My dream for the world

Shaun

My dream for the world is that everyone can go to the seaside.

Cherelle

My dream for the world is a shopping trip for everybody and they can buy whatever they want.

Eileen

My dream for the world is for everybody to go out with a dog on a picnic, and for a kitten for everyone.

Yasmin

My dream for the world is a peaceful life for everyone with no fighting, and everyone comes together. That's my hope and dream.

Donna

My dream for the world is no more fighting between people and for peace in the world.

Sophie

My dream for the world is for everybody in the world to have a big family.

Karen

My dream for the world is for a hospital to be built at my residence garden where I live, for everybody.

Claire

My dream for the world is for everybody to have a partner like Chris. He is kind. I love him.

Doddy

My dream for the world is for everybody to have access to the cinema and see the new Top Gun film.

Sara

My dream for the world is for everyone to have somewhere like Share.

What's next?

We're committed to supporting our students to make long-term positive changes. We want them to have more choice and control over their lives, and more influence in how we deliver our services so we can continue to deliver effective person-centred support.

We're excited about the redevelopment of our garden in Tooting. As part of the Springfield Hospital regeneration programme, Share's current garden will move to an area adjacent to its existing site, which means the entire facility will be rebuilt, landscaped, and replanted. We will move into a new, fully-accessible and eco-friendly building which will enable us to deliver more services to more students, and, in the garden itself we will update our facilities and look to introduce a sensory garden.

In early 2023 we're launching a new three-year strategy, which sets out to diversify our services and income streams, better demonstrate our impact, and invest in our physical (and human) infrastructure.

This includes:

- Developing our community-based projects, to make sure our students learn in real-life settings and connect more with their communities;
- Working to improve employment pathways to help more people move on from Share, and to educate employers about diversity and employing people with learning disabilities and autism;
- Embedding digital skills for students and their families, so that people are not excluded from an increasingly digital world;
- Building relationships with other organisations and networks who can help us deliver better, stronger services;
- Creating robust systems and processes to make sure we work smarter and more efficiently.



Thank you to our supporters

- Awards for All
- Battersea Power Station Foundation
- Big Lottery Community Fund
- Centre 4 Learning
- City Bridge Trust
- D'Oyly Carte Charitable Trust
- Garfield Weston Foundation
- London Borough of Lambeth
- London Borough of Wandsworth
- MIND
- R & H Trust
- SDS London
- The Basil Samuel Trust
- The Clothworkers' Foundation
- The Drapers' Company
- The London Community Foundation
- The Roger and Jean Jefcoate Trust
- Thomas J Horne Memorial Trust
- The Souter Charitable Trust
- The Wimbledon Foundation



Financial review 2021-2022

The Charity's income was £1,370,884 in the year ended 31 March 2022, compared to £1,403,709 in 2021. The total expenditure was £1,282,596 in the year ended 31 March 2022, compared to £1,255,748 in 2021.

The net result was therefore a surplus of £88,288 during 2021/22 of which the unrestricted surplus was £88,356, and £68 was a restricted deficit, compared to a surplus of £147,961 in 2020/21 of which £47,921 was restricted, and £100,040 was unrestricted.

The Charity's income was lower than the previous year due to a reduction in income from fundraising, the result of increased competition for funds from trusts and foundations. The expenditure was higher as there was an increase in staff costs due to Covid related absences, and the need for more staff to support new students presenting with more complex needs, and requiring more intensive support. During the year, the Charity received £376 through the Coronavirus Job Retention Scheme.

| INCOME | | EXPENDITURE | |
|----------------------|-------------------------|---------------------------|-----------------------|
| Spot purchase | £1,104,121 80.5% | Independent Living Skills | £915,270 71.4% |
| Grants and Donations | £190,956 13.9% | Horticulture Training | £354,312 27.6% |
| Social Enterprise | £16,810 1.2% | Cost of fundraising | £13,015 1.0% |
| Other income | £58,997 4.3% | | |
| Total | £1,370,884 | Total | £ 1,282,596 |

FINANCIAL PERFORMANCE DURING THE LAST 5 YEARS

| | Income | Expenditure | Surplus/ Deficit |
|------------------|------------|-------------|---------------------|
| 2017-2018 | £1,090,628 | £1,015,730 | £74,898 |
| 2018-2019 | £1,184,859 | £1,121,461 | £63,398 |
| 2019-2020 | £1,255,569 | £1,151,712 | £103,857 |
| 2020-2021 | £1,403,710 | £1,255,747 | £147,963 |
| 2021-2022 | £1,370,884 | £1,282,596 | £88,288 |



Share Community Ltd

64 Altenburg Gardens

London SW11 1JL

Tel: 020 7924 2949

info@sharecommunity.org.uk

www.sharecommunity.org.uk

