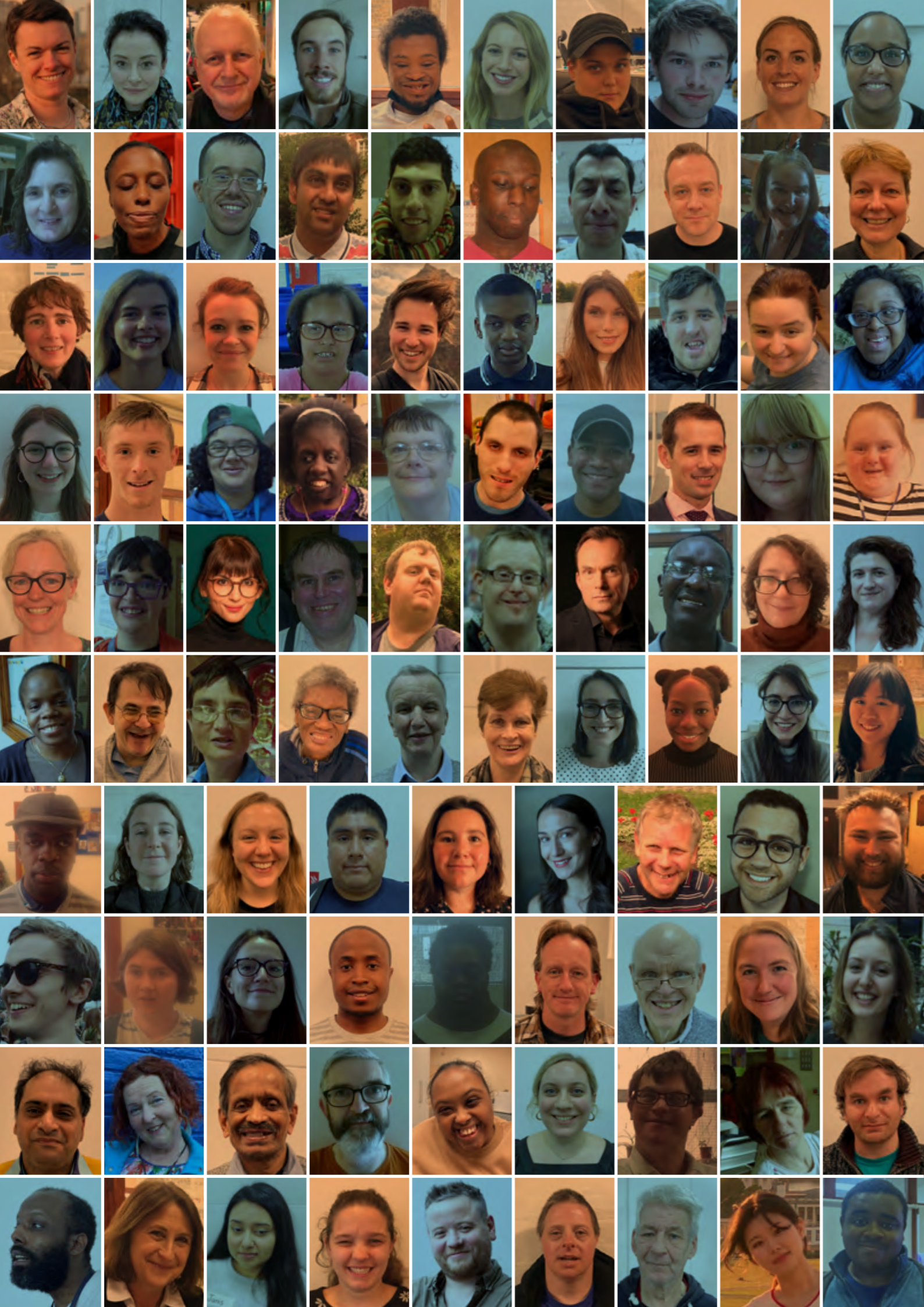




SHARE STRATEGY

2023-2025



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Who we are, what we do

In November 2022, Share celebrated its 50th birthday. We would not have survived or indeed thrived for so long without being able to adapt to changing environments and needs. We started out as a charity that provided work for people with physical disabilities (Self-Help And Rehabilitation into Employment = Share).

Currently, we focus on supporting adults with learning disabilities, autism diagnoses, and mental health conditions.

In 2022, our team of around 45 staff worked with around 140 individuals. All our students have individual learning plans, tailored to their interests and needs. They choose which of our training courses they would like to participate in, and our student advocacy groups help us develop new activities and programmes. Currently our programmes focus on promoting better physical health and wellbeing, developing the skills required to transition into work and/or independent living, and providing opportunities for our students to participate more fully in their communities.

We work from three sites – Altenburg Gardens in Clapham Junction, the Share Garden in the grounds of Springfield University Hospital in Tooting, and the disability hub, We are 336, in Brixton. And, from 2023, we will partner with the Black Prince Trust to expand our delivery further, running catering training and sports activities from their community hub in Kennington.

In the 2022-23 financial year, our projected expenditure is £1.7m – up from £1.3m the year before. In 2021-22 we made an £80,000 surplus, but in 2022-23 we're projecting an £80,000 loss because our increase in staffing costs has not been matched by an increase in income. Whilst we have the reserves in place to withstand this kind of loss this year, repeated deficits of this size will be unsustainable over several years, and there are measures in place in this strategy which aim to mitigate against these losses and create a more sustainable future.

We're governed by a board of trustees, who have approved this strategy, and who will give the executive team the support, guidance, resources and critical friendship they require to deliver it.

👍👍 **Work in an office, help my friends and be kind and gentle** 🗨️🗨️

A Share student's goals



The context

The world we're working in

This strategy has been compiled in a hugely challenging economic and operational climate, and one that looks likely to get worse before it gets better. Since 2010, local authorities' adult social care budgets have suffered severe cuts. According to the Office for National Statistics (ONS), Wandsworth and Lambeth local authorities, who currently provide the majority of our funding, spent 20% less per person on social care in 2020 than they did in 2011 (when adjusted for inflation and population growth). Cuts in social care funding have impacted both who qualifies for statutory funding to access Share, and the resourcing at the councils' end to process referrals for support.

In addition, the negative impact of Covid-19 disproportionately affected disabled people – both mentally and physically – and many of the students who are now being referred to Share have greater needs and require more support than they have done in the past. That means we need to recruit more staff and spend more money to deliver high quality services. In short, funding has not kept up with costs – and so, year on year, we must make up an increasing funding shortfall through charitable subsidy.

At the time of writing, the country is in the midst of a cost-of-living crisis that is disproportionately affecting people from lower socio-economic backgrounds. Our students and their families face a double whammy because they are less likely to earn and more likely to incur costs than their fellow citizens:

- Only 26% of people with a learning disability are in work, compared to 82% of the non-disabled working age population (ONS, 2021);
- Disabled people already face extra costs of an average of £583/month to enjoy the same quality of life compared to non-disabled people (Scope, 2019).

Furthermore, adult social care is not a particularly well-paid sector, and recruitment at a time when many people are choosing between heating and eating is challenging. And Covid took a huge mental and emotional strain on front-line workers, leaving many exhausted, which means staff turnover has been high.



👍👍 **I want to move out and get a house. I want to have a boyfriend** 🗨️🗨️

A Share student's goals

What we've been told

In putting together this strategy, we've asked for input from our staff, our trustees, our volunteers, our funders (from local authorities, trusts and foundations and individual donors) and, of course, our students and their parents and carers.

We have asked people what kind of world they'd like our students to live in, and what role Share can play in making that world a reality. We've asked what we should do more (and less) of, and what kind of activities funders are keen to support going forward.

Our students told us that they would like us to deliver more physical activity, more digital skills and more trips out. Their **parents and carers** were also keen to see more physical activity, more activity outside of our core hours of Monday-Friday 10.00-16.00, and for us to challenge the accepted norms of what a "day centre" for adults with learning disabilities and autism looks and feels like.

In terms of what our students want to achieve in their lives, the key goals were living independently, developing relationships, moving out of their family home, getting a job, and doing things for themselves at home. The things they thought were holding them back from achieving what they wanted were money, lack of work experience and qualifications, and, for some, their learning disabilities and an element of fear of the outside world.

Our funders want to see us continue to fully involve our students in our programming, so we are always catering for their needs and supporting them to direct their learning and make choices. They are also keen for us to deliver more physical and community-based activities, they want us to give students more options to mix and match different activities throughout a day with us, and develop more partnerships with other providers to broaden our offer. A crucial point for them was to be able to see a clear pathway out of Share for students, and for us to be able to support them in moving to whatever the next part of their journey holds – from work to living more independently.

Share's **staff** need to own this strategy because they're the ones who will deliver it, and the trustees need to approve it. The staff provided the initial ideas around our vision, mission, values and strengths, weaknesses, opportunities and threats, and both groups helped identify what great looks like in 2025 – which are presented here as our strategic objectives. With this strategy agreed, our staff teams will now develop detailed operational plans to start taking steps towards achieving our goals over the next three years.



Our values

At Share, we aim for our values to be understood and demonstrated by everybody. When staff are recruited, they are asked about what our values mean to them, and sign up to working in accordance with them. When students join, the values are explained in the handbook they receive. So, for example, everyone is expected to be respectful and kind to each other, irrespective of their role.

So a major part of our consultation was to ask what people thought the most important values that everyone involved in Share – students, parents, carers, staff and volunteers alike – should aim to demonstrate and embody. While many different words were proposed...



They could be categorised into six main themes:

- Respect and dignity;
- Inclusion, diversity, acceptance and being person-centred;
- Supportive, empowering and encouraging;
- Kind, compassionate and caring;
- Being accountable, excellent, professional and acting with integrity; and
- Ambitious, courageous, innovative, challenging and progressive.



In order for everyone at Share to be able to understand and demonstrate the values, we chose these six. We undertake to:

- 1 Be **respectful** to each other at all times – all of us will aim to treat each other as we'd wish to be treated ourselves, and always be mindful of the fact all our students are adults and should be treated as such;
- 2 Be **inclusive** – we will celebrate the diversity of cultures, abilities and personalities at Share and we will ensure that the time and care is taken to understand and cater for individuals' needs and preferences;
- 3 Be **supportive** of each other – we will help each other out, give people the tools they need to succeed, and empower people to make choices;
- 4 Be **kind** – we will look out for and after each other, and we'll put our students' and staff's wellbeing at the forefront of our delivery;
- 5 Act with **integrity** – when we say we're going to do something, we'll do it, and we'll have high ethical and professional standards and take responsibility for our actions;
- 6 Be **ambitious** – for what our students can achieve, for the development of our staff and for the changes we aim to make in society.

Why we need a strategy

Share reacted to Covid-19 with considerable agility – closing its doors quickly to protect students and staff, and pivoting to online to provide continuity. Staff became outreach workers – calling and visiting students in their homes and communities – and we used our kitchen in Clapham to provide free hot meals to those in need in our community.

The fact we had an outdoor space – our garden – meant we were able to introduce safe, socially-distanced in-person delivery sooner than many other organisations.

And the ongoing need to deliver in a socially-distanced manner indoors meant we took on a site in Lambeth – We are 336 – which opened up new audiences and service delivery options for us.

In short, like so many organisations, Share was very – and necessarily – operationally-focused. Now, as we get used to a world where Covid-19 seems more manageable, we need to ensure everyone in the team is clear about what we're here to do and understands the role they will play to deliver our mission.

A good strategy will give people a framework against which to make decisions; crucially, it will enable and empower staff to say “no” to proposals that aren't strategic, and focus on those that are. A good strategy should also enable us to tell a clear, coherent story to local authorities, supporters and partners about what we're aiming to achieve – and where there is scope for us to help them deliver on their objectives. And finally, a good strategy will give our board of trustees a clear idea of what the executive team is aiming to achieve and hold the leadership accountable for delivery.

Share's financial year runs from 1st April to 31st March, as does our business planning. So, this strategy will start to be delivered in the 2022-23 financial year, and we will aim to have delivered it by end of the 2025 financial year i.e. March 2026.



What we want to achieve

OUR VISION

is to live in a world where disabled adults are genuinely valued and included, can make choices and have the freedom to achieve their ambitions.

OUR MISSION

the role we can play in creating this world – is to:

Provide a safe, empowering and progressive experience where disabled adults can develop their skills, wellbeing and purpose to enable them to live happier, healthier and more independent lives



The services that will help us deliver our vision and mission

In order to get closer to a world where disabled adults **can make choices** and **have the freedom** to **achieve their ambitions**, and to **develop their skills, wellbeing** and **purpose** to enable them to live **happier, healthier** and more **independent lives**, we will provide a range of services at our sites and in our local communities aimed at:

- Improving physical and mental health and wellbeing;
- Developing independent living skills;
- Ensuring our students have the confidence and opportunities to participate in their communities; and
- Supporting our students into voluntary and paid work through their own skills development, and by educating and influencing wider society about the benefits of employing adults with learning disabilities and autism.



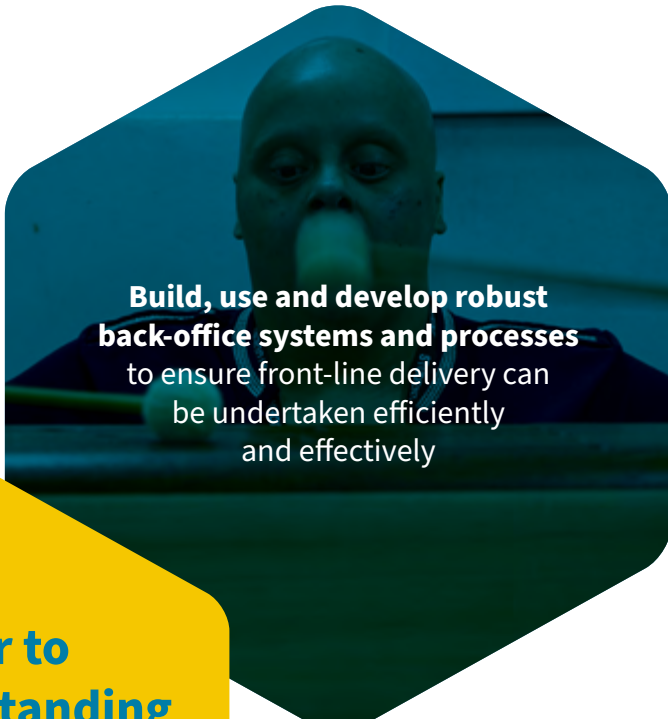
Every interaction we have with every student at Share will be **underpinned by our person-centred approach. We believe that all our students are individuals who have agency, and must be supported and encouraged to make their own choices.**

	Choices	Freedom	Ambitions	Skills	Wellbeing	Purpose	Happiness	Health	Independence
Improving physical and mental health and wellbeing	✓	✓	✓	✓	✓	✓	✓	✓	✓
Developing independent living skills	✓	✓	✓	✓	✓	✓	✓	✓	✓
Ensuring our students can participate in their communities	✓	✓	✓	✓	✓	✓	✓	✓	✓
Supporting our students into work and volunteering and educating wider society	✓	✓	✓	✓	✓	✓	✓	✓	✓

The foundations we need to deliver our services




Retain and recruit a fulfilled, high-performing team of staff and volunteers with diverse skills, backgrounds and lived experiences who can deliver outstanding services to our students and their families




Build, use and develop robust back-office systems and processes to ensure front-line delivery can be undertaken efficiently and effectively

In order to deliver outstanding services that will meet our students' needs we will:



Diversify and strengthen our income streams so we're in the position to make choices about how we invest in our services and our people in the future



Nurture a culture where everyone behaves in accordance with our values, where decision-making processes are transparent and where everyone is encouraged to have autonomy and is accountable for their actions

With these strong foundations, we will deliver a range of programmes and activities that will all contribute to us fulfilling our mission.

To improve our students' physical and mental health and wellbeing we will:

- A** Educate our students about a variety of health conditions and how to manage them;
- B** Give them the tools to access healthcare online and in person;
- C** Encourage our students to explore their mental health and support them if they are experiencing poor mental health;
- D** Deliver a range of physical activities, tailored to different needs and preferences;
- E** Use our garden and outdoor spaces not just as places to be physically active, but also for students to enjoy therapeutic and sensory experiences;
- F** Continue to set high standards for autism practice through achieving Advanced Status Accreditation from the National Autistic Society;
- G** Improve understanding of good nutrition and portion control;
- H** Provide students with the skills to cook themselves and those around them healthy, affordable and nutritious meals;
- I** Enable our students to explore and develop their creativity and self-expression through art, music, improved literacy, presentation skills and advocacy.

We also believe our students' mental wellbeing in particular will be enhanced by the skills they will develop through, and their experiences of, participating in other programmes e.g. building the confidence to go out in the community is likely to promote more happiness and fulfilment if that's a goal that they have set themselves.

To develop our students' independent living skills, we will:

- A** Provide students with the skills to be more self-sufficient at home, or take steps to moving out e.g. cooking, cleaning, shopping;
- B** Develop their skills to be safe at home, online and outdoors e.g. travelling, managing money;
- C** Improve their digital literacy and ability to use technology both practically and for pleasure and hobbies;
- D** Develop their understanding and pursuit of safe, consensual and mutually beneficial relationships.



To ensure our students have the confidence and opportunities to participate in their communities, we will:

- A** Develop their skills to be safe online and outdoors e.g. understanding signage and positive risk-taking;
- B** Develop their understanding and pursuit of safe, consensual and mutually beneficial relationships;
- C** Encourage them to choose and develop hobbies and interests which can be reflected in the activities they do at Share e.g. trips and events;
- D** Provide employability training to support greater economic and social inclusion;
- E** Build partnerships so they can access more opportunities away from Share.

To support our students into work and volunteering, we will:

- A** Support students who wish to work and volunteer to develop an appreciation of what work entails, the skills and behaviours needed to get a job, and their understanding of different roles and sectors;
- B** Use our kitchens to provide catering and customer service skills and qualifications;
- C** Use our garden to provide horticultural and customer service training and qualifications;
- D** Develop and deliver disability awareness training to prospective employers so we set our students up to succeed when they move into work and to develop their confidence;
- E** Build partnerships with volunteering host organisations and employers to identify opportunities, promote our students' skills and to provide support to move on from Share.



👍👍 I want to have a wife, get a job as a teacher, move out and live by myself and also share a house with friends 🗨️🗨️

A Share student's goals

What does great look like at the end of 2025?



To have diversified and grown our income streams so we are more financially independent and resilient



Every student to have a clear sense of how they can progress through, and also out of, Share



To deliver high-quality services that make a positive impact, and to effectively demonstrate that impact internally and externally



To develop local partnerships and networks which will help us deliver more / better services, maximise funding opportunities, and more effectively educate the outside world about our students' skills, needs and preferences



To have a diverse, settled and well-resourced team of staff and volunteers who are fulfilled in their work, and developed, supported and challenged to be the best they can be



To have back-office systems, hardware and processes that match the quality of our front-line services



To make the most of our physical environment – for the benefit of our students, our staff and our neighbours

Our strategic objectives – and how we’ll achieve them



Stronger and more diverse income streams, so we are more financially independent and resilient

The majority – around 80% – of our income currently comes from local authorities who “spot purchase” places at Share for their residents. Currently, the majority of our students come from the two boroughs – Lambeth and Wandsworth – where we have our sites. The rest of our income largely comes from trusts and foundations, and is usually restricted to the delivery of certain activities.

In 2022-23, we will:

- Develop a fundraising strategy to identify our potential for raising funds from different sources e.g. a “friends of Share” scheme for individuals, events, legacies, corporate partners, the local community. In particular, we will focus on increasing our unrestricted funding which will allow us to invest in our infrastructure, and give us the flexibility to deliver our strategic objectives;
- Put in a compelling tender for Wandsworth Council’s new Life Skills and Wellbeing Opportunities framework so we become one of their preferred providers and are able to bid for contracts over the next four years.

In 2023-24, we will:

- Increase the number of students who access Share through more proactive recruitment e.g. with local schools and colleges, and by increasing our capacity through new / improved sites at the Share Garden, We are 366 and the Black Prince Trust;
- Increase our income from trusts and foundations by investing in our impact measurement function, and in fundraising resource;
- Build out our fundraising capacity in line with our fundraising strategy;
- Consider how we can provide more opportunities for our students and their families to get involved in fundraising;
- Aim to attract more healthcare funding through our new sensory garden, and more holistic health and wellbeing provision.

From 2024 to the end of 2025, we will:

- Grow our income from our social enterprises – our garden, our catering and “disability awareness for employers” services;
- Further increase our capacity to bring in more students by expanding capacity in our new garden building and growing our partnership with the Black Prince Trust;
- Consider our options for geographical expansion e.g. recruiting students from more boroughs, establishing more sites and / or virtual expansion.



Every student to have a clear sense of how they can progress through and also out of Share

Success comes in different forms at Share. For some students it will be mean moving out of their family home, or securing work. For others, their focus will be on gaining a better understanding of how to take care of their health, or developing relationships.

Some students are with us for months, others for many years. Whatever their preferences, interests and abilities, it’s imperative that we always provide opportunities for them to learn and develop, and see a life for themselves beyond Share.

We do this by regularly developing our programmes, introducing new activities that build on the skills developed in existing programmes, and always encouraging our students to think about what they want to achieve and ensuring they know about the full range of activities on offer. It’s also crucial to provide support to their parents and carers, and demonstrate how the skills we’re developing at Share will help prepare the person they support in the next stage of their life.

In 2022-23, we will:

- Fully re-establish our accredited training courses in English and Maths, Digital Skills, Catering and Horticulture;
- Continue to develop our community-based activities so more students have access to experiences outside of our sites and can understand the opportunities open to them.

In 2023-24, we will:

- With our students, co-produce and begin to deliver disability awareness training for prospective employers, so we set our students up to succeed when they move into work;
- Create a progression pathway in our Steps into Employment course so incoming students enter at the right level for them, and are able to work their way through the different elements of understanding and preparing for the world of work;
- Introduce barista and customer service training into our catering offer to enhance our students’ skillset and meet current market demand;
- Provide a forum for students to contribute to our senior leadership team and board a) so their views are reflected and b) to develop their decision-making skills and understanding;
- Build out our independent living skills curriculum and resources so our students have more opportunities to practise a greater range of skills both at Share and in their own homes;
- Provide more opportunities for parents and carers to provide insight and feedback through regular events and data collection, so we continue to develop our understanding of their own concerns and aspirations for the future for the people they support;
- Aim to have the staffing levels and skills in place to ensure every Share programme includes elements of external learning.

From 2024 to the end of 2025, we will:

- Grow our social enterprises to the extent we can provide supported employment to our students;
- Promote our services beyond social workers / local authorities to apply to different cohorts of students e.g. if people are particularly focused on getting into work, Share should be a great option for them to come in, access training, and then find a position with one of our partners;
- Develop a Share Alumni network so previous students can model what a post-Share life looks like and provide mentoring / support / encouragement for existing students and their families.





Delivery of high-quality services that make a positive impact, and the effective demonstration of that impact internally and externally

In recent years we have seen the needs of the students being referred to us change. Funding cuts have made it more difficult for people to qualify for funding to access providers like Share. This means that new students who join Share are more likely than our longer-standing students to have behaviour that challenges, lower levels of literacy and shorter concentration spans.

This means we need to work with our students to constantly review and adapt our services to make sure they're appropriate and impactful. We also need to shout about the difference we make to people's lives louder than ever before, because we are competing against so many other organisations who require funding, and because the cost of providing great services is constantly on the rise.

Each year, we use the Outcomes Star to track the progress of students who attend for at least two days a week across nine categories: practical skills; communication and social skills; learning skills; physical health; living skills; friends and relationships; wellbeing; social responsibility; work readiness. We analyse the results and compare outcomes based on a variety of factors, from a student's ethnicity to the courses they attend, to understand where we can improve. For example, our students who access catering and horticulture score higher than their peers for practical skills – which isn't surprising given how much they use their hands – so we can then consider how to make other activities more practical.



In 2022-23, we will:

- Continue our trajectory of making our current classroom-based activities more practical and action-orientated to meet the needs and abilities of our students e.g. more role playing to help with relationship scenarios, job roles etc.
- Continue to embed digital skills across all our activities, and work with our students' parents and carers to reduce the likelihood of digital isolation in a society that is becoming increasingly cash and paper-free.
- Use the results of our Student Star to inform changes to our delivery e.g. aim to deliver culturally-appropriate, inclusive services that get the best out of all our students.



In 2023-24, we will:

- Deliver more physical activity, including more tailored and culturally appropriate activities for different student demographics, and strengthen the links with our work on food and nutrition, so students can develop a more holistic understanding of health.
- Collect quantitative and qualitative data at the beginning and end of each six-monthly cycle of activities to establish a dataset that we can add to year-on-year to understand the difference we're making, and evaluate where changes would be beneficial.
- Increase our work with parents and carers to support them in reinforcing the skills and behaviours developed at Share in everyday life.
- Engage with former students and their families to capture their stories and begin to demonstrate the longer-term impact we make.
- Establish student representation up to management and board level so their thoughts / recommendations are reflected in senior decision-making fora.



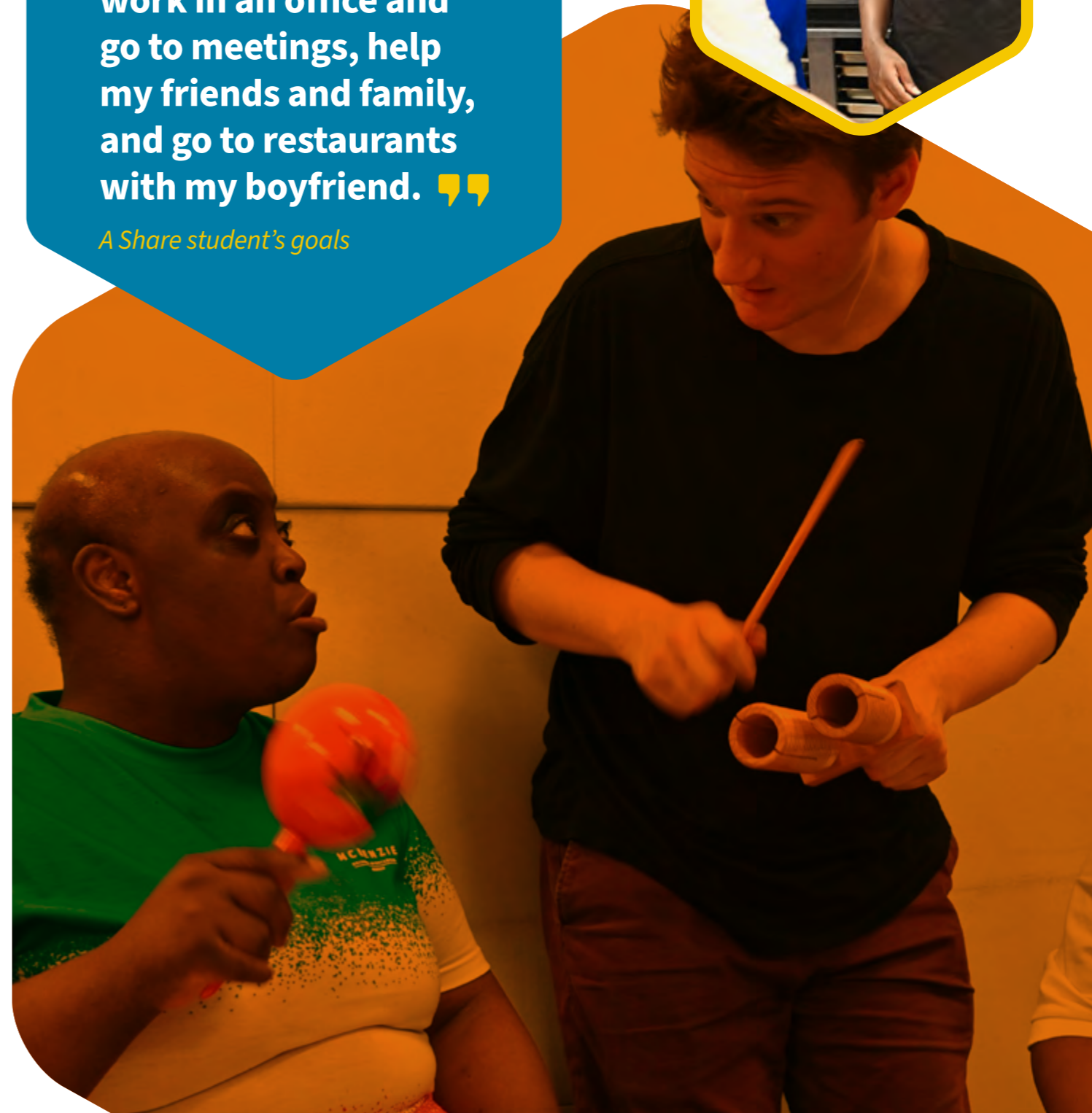
From 2024 to the end of 2025, we will:

- Start using data better to make decisions about our programme development and fundraising targets;
- Start capturing the impact we make outside of Share e.g. do our programmes mean our students require fewer interventions from healthcare / social services?
- Always retain a person-centred approach, and adapt our delivery in line with our students' needs and our strategic objectives to ensure progress throughout their time at Share.



👍👍 I want to go to work in an office and go to meetings, help my friends and family, and go to restaurants with my boyfriend. 💬

A Share student's goals





The development of local partnerships and networks which will help us deliver more / better services and more effectively educate the outside world about our students' skills, needs and preferences

In 2022-23, we will:

- Partner with the Black Prince Trust to enable us to deliver more catering training and physical activity in Lambeth;
- Consider the benefits of working in partnership with other learning disability service providers in tendering for Wandsworth Life Skills and Wellbeing Opportunities contracts;
- Target relationship-building with stakeholders in Tooting linked to the development of Springfield University Hospital to build foundations for community engagement in the new garden.

In 2023-24, we will:

- Undertake a mapping exercise of organisations with a Wandsworth and Lambeth presence to identify potential partners with whom we can work for mutual strategic benefit and to offer more learning and social opportunities for our students;
- Identify local employers to whom we could deliver disability awareness training and/or promote our students' skills;
- Explore how we can access NHS funding for both delivery and employee wellbeing;
- Leverage relationships built by our Community Fundraiser to grow our profile and supporter base locally;
- Develop our volunteering partnerships to help us grow our network of referrers, our volunteering base and provide opportunities for our students to volunteer in the community;
- Grow our presence in local and learning disability fora so we can effectively advocate for our students.

From 2024 to the end of 2025, we will:

- Further develop our network of employers to provide work and volunteering for our students;
- Encourage and develop the skills of more students to join local fora to advocate for themselves and educate others;
- Assess our partnership needs against our annual objectives.



The development of a diverse, settled and well-resourced team of staff and volunteers who are fulfilled in their work, and developed, supported and challenged to be the best they can be

Share's permanent staff team is around 45 people strong, and we also benefit from the support of over 70 volunteers. Many of our permanent staff began their journey with Share as volunteers or in our casual workforce – our “bank” of tutors and support workers. In the summer of 2022, we set up a Diversity, Inclusion and Wellbeing Working Group of employees from across the organisation to look at how to protect and promote our team's mental and physical health, how to better reflect the diversity of our student cohort within the staff, and how to ensure we are a truly inclusive organisation.

In 2022-23, we will:

- Take recommendations from our Diversity, Inclusion and Wellbeing Working Group to the Senior Leadership Team / Board and implement agreed measures / identify further areas of work / research;
- Roll out a new induction and training programme, so new recruits have the knowledge they need to succeed from the off, and existing staff have their skills continually developed;
- Review our employee:student ratios and holiday / absence rates throughout the year, to ascertain what optimal resourcing (both in terms of volume and mix of permanent and bank staff) looks like;
- Grow and develop our team of volunteers so they gain valuable personal and professional development and enable us to deliver activities across all three sites and beyond our core hours in the community;
- Consider the need for specific training / coaching and volunteer recruitment to fill in any skills gaps relating to the implementation of this strategy;
- Continue to strive to increase the diversity and skills of our Trustee Board by opening up our recruitment processes and increasing the training and development opportunities for trustees.

In 2023-24, we will:

- Review job descriptions to ensure all staff have clear objectives linked to this strategy – everyone should understand the part they will play in helping us deliver our mission;
- Introduce performance-related salary reviews, linked to competencies and the demonstration of our values, to incentivise excellence;
- Complete the roll out of a new HR system, updated HR policies and procedures, and employee handbook to ensure information is easily understood and accessible;
- Ensure our employee and volunteer recruitment process is as inclusive as possible e.g. proactively targeting under-represented groups, removing identifiers from applications, interviewing with diverse panels, encouraging more disabled and autistic applicants by sending interview questions in advance;
- Fully embed regular opportunities for staff and students to educate each other about and celebrate each other's culture and heritage;
- Assess the need for more / different mandatory / basic training across the organisation.

From 2024 to the end of 2025, we will:

- Identify and introduce mentors / coaches for our future leaders;
- Utilise our improved local and parents' and carers' networks to recruit more employees / volunteers with relevant lived experience.





Having back-office systems, hardware and processes that match the quality of our front-line services

At Share the interests and wellbeing of our students are of paramount importance. This, coupled with an understandable operational focus during the last two Covid-affected years, have meant that the systems and processes that should enable excellent frontline delivery have not always been properly invested in and resourced. Better technology and training will enable employees across the whole organisation to do their jobs more effectively, which, in turn, will benefit our students.

In 2022-23, we will:

- Implement new internal communications systems so information is shared more effectively, particularly amongst colleagues across different sites / with different working patterns;
- Take the opportunity presented by the move to cloud-based filing to implement a new, streamlined file structure and hierarchy governed by agreed protocols;
- Roll out a consistent approach to delivering strategic projects.

In 2023-24, we will:

- Put the infrastructure in place to ensure we can collaborate more effectively between our sites e.g. grow vegetables in the garden in Tooting that can be used in Clapham, Brixton and Kennington;
- Consider the findings of 2022 digital and IT audits to identify the level of investment and training required to ensure our technology helps rather than hampers delivery;
- Properly resource and prioritise any resource / expertise necessary to deliver recommendations from the audit;
- Establish a consistent approach to information sharing, business planning, budgeting and decision-making to build resilience, enhance skills, and increase transparency throughout the organisation.

From 2024 to the end of 2025, we will:

- Continue to review needs for training in infrastructure / training;
- Aim to achieve Cyber Essentials plus;
- Aim to install leased internet lines for all our sites to ensure ultrafast connectivity.



To make the most of our physical environment – for the benefit of our students, our staff and our neighbours

Share currently has three bases – Altenburg Gardens in Clapham Junction, the Share Garden at Springfield University Hospital in Tooting, and We are 336, a disability hub in Brixton. We own Altenburg Gardens, have a long-term lease at the garden, and are tenants on a rolling lease in Brixton. In 2023 we will begin a partnership with the Black Prince Trust to deliver catering training and physical activity from their base in Kennington.

In 2023, the development of housing at Springfield University Hospital will result in our garden in Tooting being partially re-sited, and our existing dilapidated office space being replaced with a new administrative and service delivery building.

The different locations and facilities available at our sites mean we can offer a wide range of activities to our students.

In 2022-23, we will:

- Consult with staff and students to look at options for making Altenburg Gardens a more effective working and learning environment, and one whose look and feel promotes wellbeing;
- Create a quiet space in We are 336 so it is more autism-friendly, and aim for consistency of resources and quality across all our sites;
- Work with property developers, City & Country, to secure planning permission for a new garden building;
- Start seeking funding for our new garden building.

In 2023-24, we will:

- Establish a new, fully-accessible building in our re-sited garden in Tooting which will allow us to deliver a wider range of activities for more students;
- Develop a sensory garden which will allow us to deliver more therapeutic services for people with mental health conditions alongside our horticultural training;
- Establish a systematic vegetable-growing area in the new garden site to provide for our kitchens;
- Aim to secure funding to begin to fulfil the sustainability credentials of the new garden building and improve those of Altenburg Gardens;
- Develop a garden space at We are 336 to grow vegetables for our Home Cooking Skills class in Brixton;
- Ensure the Black Prince Trust community café is autism-friendly and inclusive.

From 2024 to the end of 2025, we will:

- Aim to secure funding to further fulfil the sustainability credentials of the new garden building;
- Explore our options to open up the garden and our building there to local residents e.g. for gardening clubs, events, workshops.



Our next steps

2022

Agree strategic projects to the end of March 2023

Q1 2023

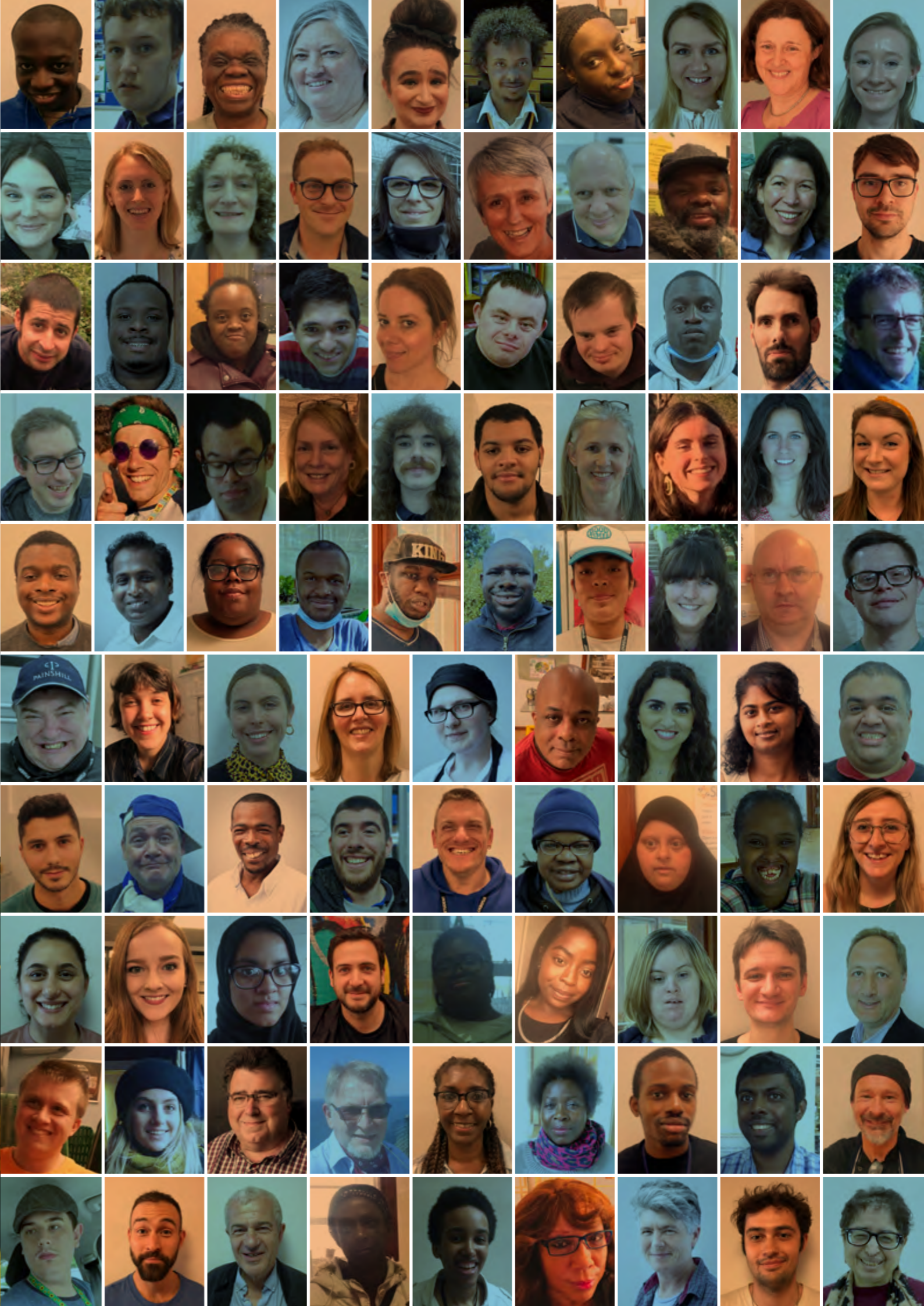
Present a budget, including any investment necessary to deliver this strategy in 2023-24, to the board

Q1 2023

Agree review framework of strategic projects with the board

Q4 2023

Review entire strategy with the board and plan strategic projects for 2023-24 delivery





Share Community Ltd, 64 Altenburg Gardens, London, SW11 1JL

Tel: 020 7924 2949, info@sharecommunity.org.uk, www.sharecommunity.org.uk

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