

Impact Report 2017/18  
Calendar 2019  Share

## About Share

Share provides training and employment support for disabled adults, including those with learning disabilities, physical/sensory impairments, autism and mental health needs.

We aim to transform disabled people's lives so that they can live more independently and make choices about all aspects of their lives.

We focus on what people can do, not what holds them back. And we believe that everyone has something to offer their community, whether it be in employment or as active members of our society. We aim to inspire our students to live happy, healthy and independent lives.

## What Share does

- Provides accredited training in horticulture, catering, digital skills, basic skills (English and Maths) and independent living skills, as well as a number of short courses that centre around personal development, health and wellbeing, such as music, creative writing, art and crafts, and yoga.
- Operates two social enterprises – Share Nurseries and Share Catering – which provide services and products to the local community while offering safe and supported work opportunities for our students.
- Runs Go Anywhere, Do Anything, which offers people with learning disabilities an opportunity to make the most of arts, leisure and sports activities in and around London, and further afield.

## Share's Purpose, Mission, Vision & Values

### Purpose

To help people with disability.

### Mission

Delivering learning, living and wellbeing programmes to disabled people so that they may realise their potential, have greater choice and independence, and live happier, healthier lives.

### Vision

We're working for a world where disabled people are fully included and have access to all the amenities and opportunities in their communities. We're working for a world in which diversity is valued and everyone is treated equally.

### Values

We work with respect, compassion and kindness. We believe everyone has something to offer others, and we build on people's individual talents, interests and abilities. We welcome difference and celebrate diversity.

### Performance Goals

Quality Services, Impact, Reputation, People, Finance & Operations, Technology.



## More information

To find out more about Share, volunteering opportunities and how you can support our work with disabled adults, visit [www.sharecommunity.org.uk](http://www.sharecommunity.org.uk). You can also find us on Facebook ([www.facebook.com/ShareCommunity](https://www.facebook.com/ShareCommunity)), Twitter ([www.twitter.com/ShareCommunity](https://www.twitter.com/ShareCommunity)) and Instagram ([www.instagram.com/share\\_community](https://www.instagram.com/share_community)).



# Share's Referral Process

Students can be referred to Share by social workers, key workers, support workers or other professionals such as disability employment advisers and support brokers. You can also refer yourself.

## Step 1

### Fill out a Course Enquiry Form

This can be done in print or online on Share's website ([www.sharecommunity.org.uk](http://www.sharecommunity.org.uk)).

## Step 2

### Arrange a visit to Share

Following an initial enquiry, our wellbeing team will contact you or your support team to arrange a meeting to discuss your specific situation and needs, to find out what you are interested in studying, and how many days you would like to attend Share. We will also discuss funding options with you and your support team at this stage.

## Step 3

### Arrange some taster days

After the initial visit, Share's wellbeing team will arrange some taster days for you to try the programme or programmes you are interested in following to make sure they are what you expected and that they are right for you.

## Step 4

### Start your journey at Share

If you are happy to proceed, we will work with you and your support team to help secure funding for you to ensure that you can start your journey at Share as soon as possible.

It is important that every student is happy, fulfilled and challenged throughout their time at Share. We therefore carry out regular reviews for all our students. For students who have an allocated social worker, reviews are usually held at three-, six- or 12-monthly intervals at Share, depending on an individual's specific needs.

For further information on how to refer someone to Share, email [info@sharecommunity.org.uk](mailto:info@sharecommunity.org.uk) or call **020 7924 2949**.



# January

## IT'S GOING TO BE A GREAT YEAR!

*Everything's working out for me  
And I'm going to get a job  
Helping people to walk,  
Or at Battersea Dogs & Cats Home,  
Or reading to children in a school.*

*Maybe I will work in ASDA,  
Or in a kitchen, cooking.*

*I could help in the Heart Foundation Shop in Tooting,  
Or be a shop assistant.  
"May I help you Madam?"*

*I will beep things through the till  
When people are in a queue.*

*It's going to be a great year!*

Doris, Joyce, Harish, Sachelle, Roy, Sharon, Claire, Veneshia, Vishal, Angela, Amal, Share Community Tuesday Creative Writing Group

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# Chair and Chief Executive Report

THIS HAS BEEN A HIGHLY SUCCESSFUL YEAR FOR SHARE. Our turnover tipped over the £1m mark and we made a surplus of £75,000. Our student numbers increased steadily and we had a bumper year for fundraising, successfully funding our social inclusion project, Go Anywhere, Do Anything, for an additional three years.

We scored very highly in all areas of the new Investors in People assessment and we continued to receive high levels of satisfaction from our stakeholder surveys, including students, carers, professionals, staff and volunteers.

We also had our challenges over the year. It has taken us longer than anticipated to get meaningful data from our Student Star readings (see July in this report). This is because change and transformation often comes slowly and in very small steps for our students. For example, one young man who has successfully moved from the family home into supported living had been with us for a number of years before reaching the point at which he is now, where he's living autonomously and travelling independently (read Ummair's story in May of this report).

## THEORY OF CHANGE

We developed our Theory of Change with the help of Lloyds Bank Foundation's funding (see March in this report). As part of this work, which

builds on our existing strategy, we identified four key outcome areas:

- Independence;
- Wellbeing;
- Employment;
- Better services and opportunities.

Our overall aim is to enhance the social and economic inclusion of disabled people. We are proactive in developing alliances and partnerships with other organisations, and this year we've led the campaign to bring greater coordination and infrastructure support to Wandsworth's voluntary sector (see November in this report).

## AUTISM ACCREDITATION

We had a terrific assessment for our application to become accredited by the National Autistic Society (NAS), and gained accreditation in July 2018 (see April in this report). We found that meeting the standards required to become Autism Accredited took the full three years anticipated by the NAS: there were no short cuts, and we needed to make root and branch changes. Having done so, however, we are now confident that we give a much better and more person-centred service to everyone, not just those on the autistic spectrum.

## HEALTH AND WELLBEING

Supported by funding from the Wimbledon Foundation, we're on a mission to tackle

health inequalities, and in particular to reduce preventable illnesses, which all too often can lead to premature death in people with learning disabilities, who form the majority of our student group. We grew our programme of regular exercise, healthy meals and training in making healthy life choices. There's been some impressive weight loss and many of our students report feeling fitter. We employed Disability Sports Coach and freelance yoga teachers to run sessions throughout the year. Funding from Awards for All and Sport England, as well as the Wimbledon Foundation's valuable contribution enabled us to offer a varied and effective range of activities.

## PERSONAL DEVELOPMENT

We've continued to support students to express themselves through art, writing and music. We're grateful to our talented volunteers for helping us to make this happen. Our creative writing classes are very popular and are made possible by our dedicated and gifted volunteer writing tutors who have inspired creativity and enabled our students to express themselves in poetry and stories, some of which are featured in this report.



Bill Morgan, Chair



Annie McDowall, Chief Executive

## SENSORY PROJECT

We developed a Sensory Toolkit project, funded by Wandsworth Lifelong Learning, that would specifically benefit our autistic students, enabling people on the spectrum to understand their own sensory needs and learn strategies to manage challenging situations.

## EMPLOYMENT

We continue to find moving people with learning disabilities towards employment challenging, as there are numerous barriers to surmount. These include fear of loss of benefits, parent and carer expectations, lack of entry level jobs, and lack of resources with which to support and educate employers. However, our social enterprises continued to provide valuable work experience for our students in a safe and supported environment. Several students are now also volunteering in the community, gaining skills and confidence.



# February

## LOVE

*Love is as green as the river,  
It's a heart inside a star,  
It's bells ringing,  
The smell of blueberries,  
Grass under your feet.*

Share Community Tuesday Creative Writing Group

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# Project Performance Report

WE PROVIDED TRAINING FOR 117 DISABLED PEOPLE, AND EMPLOYMENT SUPPORT FOR 34 PEOPLE WITH MENTAL HEALTH NEEDS. Our target for the average number of full time equivalent (attending three days or more per week) students was set at 77. Later in the year, we revised this to 87. We ended the year with a total of 89 and an average of 84. We met our targets for the employment support project. Total student days increased by 14%.



**BASIC SKILLS**

89

8 students achieved 9 City & Guilds units. Students achieving at Level 2 had greater confidence in reading, writing and using numbers in daily living, which is a positive result.



**CATERING**

We delivered the Chartered Institute of Environmental Health (CIEH) syllabus for catering qualifications to 18 students. One person achieved a Level 1 Award in Food Safety Awareness, two received a Foundation Level qualification, and one person achieved an Intermediate Level qualification. 60% of students work on picture-based portfolios as they have significant barriers to achieving Level 1 qualifications.

Our Catering project also provided successful work experience for students from Oak Lodge School.

**GO ANYWHERE, DO ANYTHING**

Go Anywhere, Do Anything, Share's social inclusion project, enables people with learning disabilities to get out and about and doing all the things they enjoy in the evening and at weekends. Go Anywhere, Do Anything had a phenomenal year. It is firmly member-led, and we see members become more confident, assertive and sociable through the project.

**GO ANYWHERE, DO ANYTHING 2014 TO 2018**

	Year 1 June 2014 – May 2015	Year 2 June 2015 – May 2016	Year 3 June 2016 – May 2017	Year 4 June 2017 – May 2018
Members	47	47	57	79
New members	N/A	10	15	30
Spaces provided	202	187	297	312
Trips	34	43	62	65
Volunteer hours	429	665	1200	1456

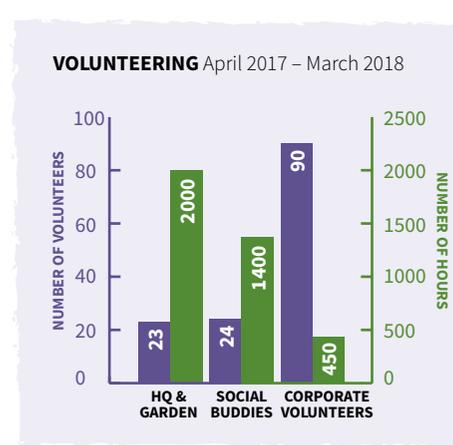
**HORTICULTURE**

43 students achieved a total of 10 full qualifications and 15 units towards qualifications in Practical Horticulture Skills at Levels 1 and 2, and Skills for Working Life Entry 3.

In addition, we worked with 10 students from Oak Lodge School who are deaf or who have speech, language or communication needs. These students achieved 6 full qualifications and 27 units.

**DIGITAL SKILLS**

47 students studied digital skills. One person achieved an ITQ Award, and students achieved a total of 28 Skills for Working Life units.



**WINNING WITH WORK**

Share's Winning with Work employment programme for people with severe mental health needs came to an end in December 2017; however, we'd worked with 34 people, of whom eight found work and seven others were supported to stay in their jobs.

# March

## DON'T LOOK BACK IN ANGER

*Move on.  
Look away.  
Forget about  
Yesterday.*

*Anger is like a roaring gorilla.  
He stands up and beats his chest.  
Kindness is like a lamb,  
Bleating softly in the grass.*

Amal, Share Community Tuesday Creative Writing Group

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# Theory of Change

WHY DOES SHARE EXIST? What's the difference we're trying to make in the world? What are we going to do to make that difference? Those are the questions we asked ourselves when we devised our Theory of Change with the help of charity consultant, Lindsay Hodgson, whose time was generously funded by the Lloyds Bank Foundation. We had a number of sessions

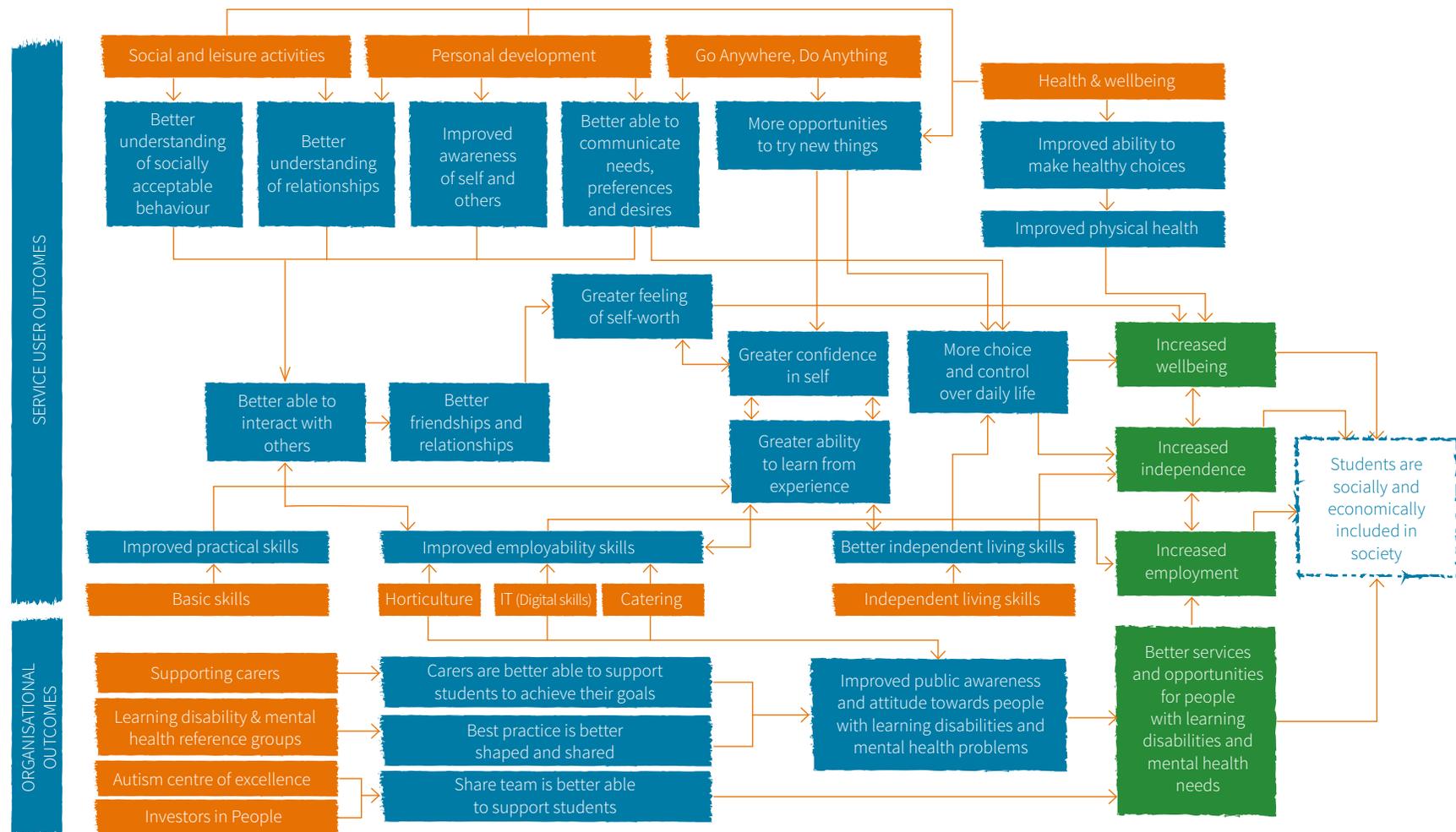
with Lindsay, and we agreed that we wanted to make a difference in four areas of disabled people's lives:

- Greater independence;
- Better health and wellbeing;
- More people in work;
- Better services and opportunities.

Overall, our work should lead to greater social and economic inclusion of disabled people, with our students enjoying equal access to their communities, to enable them to play their part as citizens.

Share Community can't do everything, but working together to agree our priorities means

that we're all much clearer about the difference we want to make, what we're going to do, and how we're going to measure it.





# April

## SPRING IS HERE

*The earth is no longer bare.  
She is wearing  
A cape of flowers,  
And daffodils in her hair.*

Share Community Tuesday Creative Writing Group

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# Autism Accreditation



OVER THE PAST FEW YEARS, Share has seen an increase in the number of students with autism, rising from 11 in 2015 to 34 in 2018. Most of these people have learning disabilities as well.

After a three-year journey that involved reviewing everything we do and how we do it, Share was delighted to be awarded Autism Accreditation by the National Autistic Society (NAS).

This accreditation is the UK's only autism-specific quality assurance programme of support and development for those providing services to autistic people. Achieving accreditation proves that an organisation is committed to understanding autism and setting the standard for autism practice.

Our journey towards autism accreditation comprised four key stages:

- **Pre-assessment.** This involved carrying out a self-audit to evaluate our current understanding of autistic people and how

best to enable them to achieve positive outcomes. This formed the basis of an action plan to help us address areas where we felt there was room for improvement;

- **Assessment.** This followed a period of 18 months during which time we implemented radical changes to our environment (eg, to address many sensory triggers such as lighting, sound, colours to make it more accessible) as well as service provision to support our students with autism better (eg, by communicating using clearer signs and language);
- **Award.** Share was accredited by the NAS following a review of our core training programmes and services;
- **What next?** It is worth noting that this journey is ongoing and accreditation is only the start. So over the coming months and years, we will continue to review our services in consultation with our students.

## HIGHLIGHTS FROM OUR NAS ASSESSMENT REPORT

- The environment and how this potentially impacts on students' sensory experience is one of the most noticeable and positive changes achieved by Share since joining Autism Accreditation. There has been a huge drive to declutter the environment, find safe and calming spaces, and to provide easily accessible information and resources for students to effectively access;
- The structure of Share provides a unique service offering a hub for social and emotional support while promoting independence and daily living skills, all of which are part of accredited courses providing students with a sense of purpose and achievement;
- Share has a dedicated wellbeing team who work tirelessly to advocate for the people they support. The staff have created a positive and safe environment for people to learn, enjoy friendships, increase independence and participate in leisure activities. The Go Anywhere, Do Anything project and the support of volunteers have all contributed to this.

As a result of our journey we have seen noticeable positive changes in the way our students, feel and act during their time here at Share. Over 80% of our students feel that the staff at Share give them good support and have a good understanding of their needs. Our newly redesigned relaxation room has become a haven for students who need a comfortable place to relax. The introduction of a pastoral hour to start their day at Share gives our students the opportunity to express when they are happy as well as identify when they are feeling anxious.

Our newly formed autism student group, Spectrum, aims to empower our students, helping them to understand their own needs, while at the same time putting autistic people at the heart of service development at Share. This group is currently facilitated by Share staff, but our ultimate aim is for it to become user-run, empowering our students to advocate their needs to their wider support teams.





# May

## THE WORLD IS LIGHTING UP

*The world is lighting up.  
 Puffs of flowers cast to the ground,  
 Birds on branches – blossom appearing,  
 Tweets for social gatherings – the feathered variety.  
 The air is pregnant with activity,  
 Warmth promising and enticing summer to come out  
 Of its winter pouch – folded up and waiting to unfurl,  
 Delivering comforting heat to the world.*

Anonymous, Share Community Tuesday Creative Writing Group

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# Ummair

UMMAIR STUDIES INDEPENDENT LIVING SKILLS AND DIGITAL SKILLS AT SHARE. He also attends a number of additional personal development classes such as creative writing.

When he joined Share in 2006 he was exceptionally quiet, and certainly never initiated conversations. That started to change when he joined the digital skills group and he learned how to use the internet to find out more about all the things he loved, such as cricket and the weather.

When his tutor from college came to visit after Ummair had been at Share for a year, she couldn't believe that he was the same young man she'd taught. He was at the centre of conversations and smiling.

The next thing to have a major impact on Ummair was our Go Anywhere, Do Anything project. He seized the opportunity to go out and about, particularly enjoying the sporting events, including crazy golf. Most excitingly, he got to go to watch cricket at Lords and the Oval. His family was very supportive, which is always a massive factor in our students' success and growth. We saw him grow in confidence, make new friends, and increase his independence, both in terms of making choices for himself and in travelling.

Then Ummair started talking about wanting to leave home and live more independently. Share worked with Ummair and his family to support him to have his say about finding somewhere suitable to live.

So now Ummair is living in a flat he's chosen, looking after himself with support, doing his own cleaning, washing and cooking, and getting himself to his course at Share and to his family at the weekend. We're all immensely proud of what he's achieved and the distance he's travelled. He's a really lovely, friendly, helpful young man, and he has a great future ahead of him. What has made the difference? Well, he really wanted change. Our person-centred approach enabled him to speak for himself and increasingly advocate for himself. We followed his interests, which is always a great start. And his family was brilliant, and supported his ambitions, however scary it seemed at the time.



## WHAT UMMAIR'S STUDENT STAR TELLS US

Ummair has made steady strides in most of the nine areas of the Student Star (see July of this report) since his first assessment was carried out. In 2016, Ummair was assessed to be at the 'Stable' stage in journey towards independence. In particular under living skills, Ummair was assessed to be at Stage 5 in his journey, which meant that although he was well supported in this area, there was room for him to grow in independence. Ummair had very clear goals in that, over the next few years, he wanted to move into supported living accommodation and to travel independently to and from Share.

Through support received from his family and staff at Share, Ummair has worked on grasping the skills needed to live more independently. As part of his learning in Share's independent living skills course, Ummair gained a qualification in 'preparing a simple meal'. Ummair took part in a six-week programme which involved shopping and preparing home cooked meals including roasted vegetable couscous, and sweet potato with tzatziki salad. To achieve this unit, Ummair demonstrated that he was able to select and prepare ingredients for a healthy meal.

Fast forward three years, Ummair has achieved two major personal goals: he has transitioned from his family home into supported living accommodation, and in the run up to his big move, Ummair achieved his goal of travelling to and from Share independently.

Ummair is enjoying living in his new home. He particularly enjoys cooking his own meals, as well as going for walks in the park with his housemates in the evening. Although, Ummair enjoys his new-found independence he still enjoys going back to his family home at the weekend to spend time with them.

As a result of Ummair's many successes over the past two years, he has now been assessed at Stage 7 which is the 'learning for yourself' stage in his journey towards independence. This means that Ummair is now actively using the skills he has learned over the past few years to enable him to live more independently.

We are now working with Ummair to achieve his next major goal – in the area of work readiness – and that is to gain volunteering experience at the Oval Cricket Ground!



# June

## A VOW AT OUR WEDDING

*You are like the stars and the sun to me.*

*I will always help you.*

*I will give you a hug every day.*

*I will carry you like an angel*

*Through the whole of your life.*

*I will love you forever.*

Share Community Tuesday Creative Writing Group

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# Shanice

SHANICE JOINED SHARE IN 2016 AFTER LEAVING COLLEGE AND STUDIES INDEPENDENT LIVING SKILLS, CATERING AND DIGITAL SKILLS WITH US.

When Shanice first joined Share, she was shy and it took her a while to find her feet and get settled in. Now Shanice is probably best described as a bubbly outgoing lady, with a wicked sense of humour and a smile that is sure to brighten up anyone's day. Hardworking and helpful, Shanice is a focused individual who takes on any tasks with aplomb and she will go out of her way to support other students.

A practical learner, Shanice is excelling within Share's catering course, learning and implementing new techniques with ease and confidence. Although Shanice struggles with



reading, she embraces learning through visual stimulus so our digital skills course has helped to embed much of her learning using iPads and Siri.

One of the key reasons Shanice was initially referred to Share was because her circles of support were concerned about her weight and they were keen to help her improve her physical health. Previous reports had suggested that Shanice was resistant to taking part in activities that promoted weight loss and healthy eating.

But at Share, we've found Shanice to embrace any sporty activity on offer! As part of Share's independent living skills course, she has loved taking part in our dancing, boccia and Zumba classes, and she even signs up for special sporting events such as sports days. She's getting fitter and inevitably losing weight.

Shanice also achieved a unit qualification in 'preparing a simple meal'. This enabled her to work within a smaller kitchen preparing homestyle healthy meals. Shanice was able to bring her catering experience to help her to complete this unit.

Shanice is an active member of Share's Go Anywhere, Do Anything project, which has helped her to widen her social circle and build her confidence getting out and about. As part of this project, Shanice now has the opportunity to stay out late and go out at weekends.

Looking to the future, Shanice has told us that, one day, she would like to work in a local café.



## WHAT SHANICE'S STUDENT STAR TELLS US

At Shanice's first Student Star assessment, she scored 4 in the area of physical health (see July of this report). This means that while most of Shanice's health needs were being met, there was room for Shanice to develop more independence in this area. During our initial Star meeting, Shanice expressed her wish to take part in activities to help her to lose weight. So we helped her to set up a goal and programme to take part in Share's weekly Zumba sessions, which Shanice has consistently attended during her time at Share. This has led many to comment on her increased stamina and endurance.

On a recent visit to Share, Shanice's community nurse praised her on her efforts and, informed us that Shanice has been steadily losing weight. On her most recent Star reading, Shanice now scores 6 for physical health, which means she is well on her way to becoming more independent and responsible for her own health and wellbeing.





# July

## GARDEN PARTY

*There's a donkey in the garden,  
And a monkey too.  
There's music and dancing,  
Gifty and Sophie boogie,  
And a band plays the blues.  
The rain has stopped  
And the sun comes out,  
And we can see  
Pink roses, tulips, grass,  
Daffodils and trees!*

Share Community Tuesday Creative Writing Group

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# Using the Student Star to measure health outcomes

SHARE INTRODUCED THE STUDENT STAR, ONE VERSION OF THE OUTCOME STAR IN 2016. The Student Star was chosen because it was developed for service users in college environments with additional needs such as a learning disability or autism.

The Student Star allows students and everyone within their support network to visually see their progress towards independence, which, in turn, can lead to increased motivation and a willingness to learn. The Star analyses nine areas, including practical skills, communication and social skills, learning skills, physical health, living skills, friends and relationships, wellbeing, social responsibility and work readiness.

Share's Healthy Living Assessment is aligned to the physical health and wellbeing areas of the Star. This ensures that our students' healthy living achievements can be incorporated into their overall Star rating for these areas. Students work with Share's Healthy Living Coordinator to set between two and four healthy living goals that they would like to work towards. They are then supported by the Healthy Living Coordinator to meet these goals and incorporate these healthy living changes into their everyday lives.

A key method for supporting our students to improve their Star rating is to raise awareness about important health topics. This ensures

that when students are identifying and setting goals they understand why adopting a healthy lifestyle is important. Share students have attended a number of workshops and activities that have been delivered by health professionals such as GPs, dentists, cancer screening clinics, diabetes champions and many more. This not only helps to raise awareness about these specific areas but also improve knowledge about how to access services and what support is out there.

This has been particularly useful for the wellbeing area of the Star which looks at feeling content and at ease, doing things to help you feel positive and happy and expressing difficult feelings. In order to support students in these areas, there have been a number of workshops specifically designed around the needs of the group. The sessions have been

delivered in partnership with organisations, including Talk Wandsworth and Choice Support, to cover topics such as friends and relationships, self care and relaxation, and overcoming anger and irritability.

Throughout the year, students have also had the opportunity to try different types of physical activity, including boccia, Zumba, yoga, chair-based exercise, keep-fit and dance.



# August

## HAPPINESS IS...

*Bright sky,  
Watching the cricket,  
Happiness is sunshine,  
The colour yellow.*

*Happiness is going on a trip,  
The sound of a cricket ball on a bat,  
Lying late in bed on a Sunday morning,*

*The taste of oranges,  
The smell of flowers,  
The feel of warm sunshine.*

*I feel happy.*

Ummair, Share Community Tuesday Creative Writing Group

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# Angela

ANGELA JOINED SHARE IN 2010, AND STUDIES INDEPENDENT LIVING SKILLS, DIGITAL SKILLS, AND ARTS AND CRAFTS WITH US.

Angela is warm and friendly, and always takes a positive approach to everything she does.

During her first Student Star assessment in the area of physical health, Angela, who was at the 'Stable' stage, began to show signs that she was ready to take on more responsibility towards improving her overall health. Angela was able to articulate the importance of exercising, but didn't feel confident enough to attend the gym on her own, and still felt drawn to meals and snacks that are considered unhealthy.

Over the past 12 months, Angela has been working hard to improve these areas and meet her healthy living goals. She was one of the first students to join Share's Thursday gym group, run in partnership with the Wandsworth Learning Disability Healthcare Team (WLDHT). The sessions are part of Share's Live Well, Feel Great project and aim to help students improve fitness, coordination, strength and balance. Over a period of 11 weeks Angela and a small group of students travelled to a community gym to take part in a tailored gym session. Key health measurements were taken at the beginning and end of the programme. Due to Angela's hard work and the healthy changes she made, she achieved positive changes in her weight, functional muscle strength and flexibility. Angela was an enthusiastic and dedicated member of the gym group throughout and said it was "Very good,

challenging in a good way. It made me feel happy and excited for the next session. I did the bike and the treadmill and I think it was a great opportunity. I feel happy coming here."

Angela was keen to continue exercising after the gym group project finished and so she worked with Share's Healthy Living Coordinator to identify an exercise class in the community. She has since been attending every week and says: "I thought it was fantastic, it made me feel happy and it's good for my health. It makes me feel lively and gives me more energy in myself. I go every Friday."

As part of the healthy living project, Angela also chose to learn about healthy swaps at her favourite coffee shop. She said: "I've been learning about healthy snacks and now have fruit salad and a small latte with skimmed milk."

In addition to her achievements within the Healthy Living Project, Angela has also begun travelling independently to Share every Thursday. This is a brilliant achievement and Angela says: "Every Thursday I travel to Share by myself. It's great because I've got more independence. I'm safe on the bus and I know where to get off. It makes me feel great, I feel more confident."

Angela has made some great healthy living changes in 2018 and is keen to keep working towards further healthy living goals to help her Live Well, Feel Great. She says: "It's important to be healthy and stay on the right path. I'm



much happier in myself and I know I'm going to eat the right foods. I think the Healthy Living Project is fantastic because it's very good to get involved. It helps me in every way and to know what I'm doing. I made a big change in myself."

As a result of Angela's hard work and determination and in partnership with her support circle, Angela has now progressed from the 'Stable' stage, to the 'learning for yourself' stage in the area of physical health on her Student Star.

## OUR MEMORIES

*We remember*

*Laughter. Happiness.*

*Cricket in the park. Desert. A lot of camels.*

*Driving in a taxi. Horses walking, then running.*

*Fruit sweets in jars, every Sunday for a treat.*

*Hills in San Francisco and the Golden Gate Bridge.*

*The warmth of Jamaica.*

*A turf fire every night. Talking with my uncle for hours.*

*Getting up really early to go to Dubai.*

*Cleaning the floor. Wiping tables. Washing up.*

*Beautiful homemade cake.*

*Horses jumping and some falling down:*

*Ivor – purple. Grove – green. Tula – pink.*

*Roma – orange. Hubba Bubba – blue.*

*My cousin bet on a horse and won £10.*

*Living in America.*

*Driving my chair all round the building.*

*Balamory.*

*Beautiful countryside and narrow streets.*

Share Community Tuesday Creative Writing Group

# September

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

# Mansoor



MANSOOR JOINED SHARE IN 2015, AND STUDIES BASIC SKILLS AND DIGITAL SKILLS WITH US.

Mansoor is a happy, gentle young man who although quiet, loves to talk about his passion for cricket and football.

In his first Student Star assessment, Mansoor identified that he wanted to improve his flexibility and fitness and that he would benefit from supported gym sessions. His Star assessment also indicated that he would benefit from learning more about healthy living, so that he can begin to take on more responsibility for his own health.

Since his assessment, he has gone on to attend many of the healthy living activities and workshops on offer at Share. Most recently he has attended the sessions on healthy snacks during which he correctly identified healthy and unhealthy snack options at supermarkets

and coffee shops. He regularly made healthy choices and chose to drink plenty of water to stay hydrated.

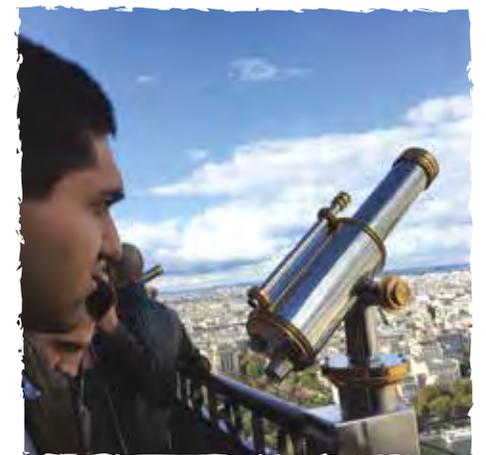
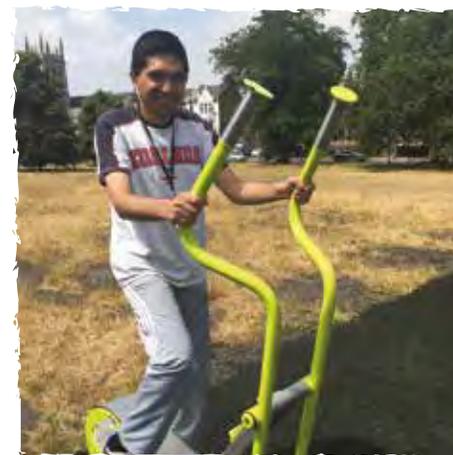
Furthermore, Mansoor has also joined Share's Thursday gym group, run in partnership with the Wandsworth Learning Disability Healthcare Team (WLDHT). The sessions are part of Share's Live Well, Feel Great project and aim to help students improve fitness, coordination, strength and balance.

Over a period of nine weeks, Mansoor and a small group of students travelled over to a community gym to take part in a tailored gym session. Key health measurements were taken at the beginning and end of the programme and Mansoor achieved positive changes in his body mass index (BMI), endurance and functional muscle strength. He said "It's nice, it made me feel happy, the weights are my favourite," and said he also enjoyed the cycling machines.

Mansoor said he would like to do more exercise out of Share and so he talked to our Healthy Living Coordinator about what sort of exercise he might enjoy and when he was available. He has since been attending a weekly multisport exercise session every Wednesday which has cricket, table tennis, netball, football, basketball, bowls and badminton. Mansoor said his favourites are "cricket and table tennis" and that "it's good". It's brilliant to see Mansoor taking part in exercise that he enjoys within the community and that will help him reach his goal of improved flexibility and fitness.

He has also recently improved his digital skills communication and has been emailing people at Share to ask them how they are. He has already increased in confidence and now

initiates more conversations with friends and staff at Share. Mansoor hopes to continue learning more about healthy living and working towards more of his goals in the future.



# October

## AUTUMN HAIKU

I

*Rushing through the leaves,  
Crunchy, crushing, happy sound.  
I love autumn time.*

II

*Trees in the valley  
Sunlight and sunset.  
The summer is saying goodbye.*

Share Community Tuesday Creative Writing Group

T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

# Share Nurseries – a pathway into employment

SHARE HAS BEEN GARDENING, AND GROWING AND SELLING PLANTS FOR OVER 20 YEARS. As part of this work, Share students learn horticulture skills while enjoying the therapeutic benefits of horticulture.

This year we formalised some of this work by launching our social enterprise, Share Nurseries, a local independent community garden nursery to sell plants, produce and garden creations, all grown or made by Share students. This includes the sale of seasonal plants, planters and hanging baskets, as well as vegetables grown in the Share Garden, and garden creations such as Christmas wreaths and floral arrangements.

This is just one area of Share's work that is providing a pathway into work for many of our students. Students get to study at Share, obtain nationally recognised qualifications and then have the opportunity to work in a safe and supported environment to pick up valuable employability skills such as customer service and quality control.

Our aim is to 'grow local' so our community can 'buy local', based on the principles of 'fork-to-fork', reducing environmental impact while supporting social good, giving our students important real-world work experience and engendering a sense of self-worth and achievement.



# November

## STORM

*Thunder goes bang,  
It's so hot!  
Rain like a waterfall,  
Lightning cracks.*

*Thunder rolls like a drum,  
Like a thousand drums,  
Like a heart breaking.  
Then you hold my hand,*

*And the sun comes out.  
It shines in the puddles,  
And we jump in them,  
Hand in hand.*

Share Community Tuesday Creative Writing Group

F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30

# Building community partnerships

DOING OUR BEST FOR OUR STUDENTS MEANS MAKING SURE WE HAVE GREAT RELATIONSHIPS with other organisations and professionals that can also help them, or add value to our work. Sometimes working in partnerships enables us to reach people who wouldn't come to Share otherwise. For example, we're running a gardening project in partnership with Thames Reach, the charity that supports homeless people with mental health and other difficulties. We have staff skilled in gardening who know how to put the benefits of horticultural therapy to work. Thames Reach have a number of houses in Wandsworth, with residents who are keen to learn a new skill and gardens that need some loving care. Working in partnership creates a solution.

We couldn't have delivered all of the super health and wellbeing programmes you've read about in this report without working closely with fantastic organisations and projects such as Disability Sports Coach, Wheels for Wellbeing, Tesco's Farm to Fork programme, South West London Breast Screening Service, South West London Bowel Cancer Screening Centre, Prostate Cancer UK, Mind Works, Movement Works, Leonard Cheshire Disability, Diabetes Champions, Wandsworth Learning Disability Nurses, Wandsworth Learning Disability Health Team, Wandsworth Learning Disability Clinical Psychologists, South West London Health and Care Partnership, Talk Wandsworth, Wandsworth CCG, A2ndVoice, Action on Hearing Loss, Diabetes UK, Healthwatch Wandsworth and Wandsworth Care Alliance.

We sit on a number of committees, with the aim of working together with others to improve the situation of people with learning disabilities and autism. These include Clinical Reference Groups and peer learning fora such as the Wandsworth Learning Disability Provider Forum, which we coordinate, and the CCG's Thinking Partners group. We also created the Wandsworth Thinking Group, a strategy forum for larger voluntary organisations, looking at how to build the capacity and sustainability of Wandsworth's voluntary sector.

In the future, it will become even more important to work cleverly and creatively to make a bigger impact with fewer resources. This can only be done through partnerships that put the needs of service users first.



# December

## WINTER IS...

...as cold as ice  
 ...as shiny as the sun on the snow  
 ...as long as a looooong snake  
 ...as dark as coffee

The snow is as white as milk,  
 The stars are as sparkly as diamonds,  
 The ice is as slippy as oil,  
 Jumpers are as warm as a fire.  
 The fire is as red as an apple,  
 Or a Lindor chocolate  
 Chocolate is as sweet as sugar,  
 Sugar is as shiny as the sun on the snow.

Share Community Tuesday Creative Writing Group

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

# Income & Expenditure 2017-18

INCOME		EXPENDITURE	
Spot purchase	786,272 (72.1%)	Independent living skills	555,107 (55%)
Contract income	51,115 (4.7%)	Horticulture training	294,588 (29%)
Grants and donations	196,815 (18.0%)	Employability training	123,983 (12%)
Social enterprise	25,751 (2.4%)	Marketing & fundraising cost	42,052 (4%)
Other income	30,675 (2.8%)		
<b>TOTAL</b>	<b>1,090,628</b>	<b>TOTAL</b>	<b>1,015,730</b>
FINANCIAL PERFORMANCE DURING THE LAST 6 YEARS			
	INCOME	EXPENDITURE	SURPLUS/DEFICIT
2012-2013	702,042	69,0787	11,255
2013-2014	690,513	688,660	1,853
2014-2015	936,545	743,609	192,936
2015-2016	952,147	818,591	133,556
2016-2017	973,051	934,498	38,553
2017-2018	1,090,628	1,015,730	74,898

The Charity's income was £1,090,628 in the year ended 31 March 2018, compared to £973,051 in 2017. This welcome change was largely the result of increased spot purchase numbers.

The total expenditure was £1,015,730 in the year ended 31 March 2018, compared to £934,498 in 2016-17. The net result was therefore a surplus of £74,898 during 2017-18, compared to £38,553 in 2016-17.

The Charity held unrestricted funds of £1,015,284 at the year end, of which £728,198 is tied up in fixed assets.

## Thank you to funders

Baily Thomas Charitable Fund	Peter Stebbings Memorial Charity
Big Lottery Awards for All	R S Brownless Charitable Trust
Drapers' Company	SDS London
Foresters Charity Stewards UK Trust	St Margaret's Church Putney
Friends of Share	Souter Charitable Trust
Garfield Weston Foundation	Sport England
Henry Smith Charity	Stevens Hewlett and Perkins
Hummingbird Trust	Thomas J Horne Memorial Trust
Ian Karten Charitable Trust	Tooting Business Network (comprising Little India, Tooting Pharmacy Practice, Gurkhas Diner, Minar Jewellers, Pattni Jewellers and Patel Bros)
Kathleen Laurence Charitable Trust	Tony and Sheelagh Williams Charitable Foundation
Lloyds Bank Foundation	Wandsworth CCG
London Borough of Wandsworth (Wandsworth Grant Fund)	Wimbledon Foundation
Lynn Foundation	Wolfson Foundation
Mercers' Company	29th May 1961 Trust
Merchant Taylors' Company	
Persula Foundation	



Share Community began offering creative writing classes on the suggestion of a student, Dionne Neblett. Author and financial journalist, Janice Warman, teaches the group and comments “The group is tremendously creative and enthusiastic. Students have written poems for wedding favours, for Share Nurseries’ new tote bag, and now for this Impact Report. They couldn’t be prouder. We cover light-hearted and serious topics, and explore issues that they encounter in everyday life. I have been impressed by the affection and support they offer each other, and their willingness to be open with their emotions, their hopes and their fears.”

The result, we hope you’ll agree, has been some truly wonderful, insightful writing, all brought to life in this Impact Report by the beautiful colours, strokes and textures of our students’ artwork produced in Share’s gorgeous garden in Tooting.

