



Impact Report

2023-2024

Contents

Welcome from our Co-Chair and Chief Executive

Who we are

Why we exist

What we do

What’s new this year?

Measuring our impact

The Student Star™.....

‘I can’ statements

Volunteer impact

The future

Thank you to our supporters

Financial review

3

4

5

6

7

11

24

26

28

29

30

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

020 7924 2949
info@sharecommunity.org.uk
www.sharecommunity.org.uk

Welcome from our Co-Chair and Chief Executive

We are delighted to present our Impact Report for the 2023-24 financial year to you.

It’s been a year in which Share has grown significantly, and, crucially, also made a more meaningful difference to our students’ lives.

This year, we opened a new site in Vauxhall, at the Black Prince Community Hub. In the spring of 2023, we partnered with the Black Prince Community Trust to deliver a new food distribution service to local residents affected by the increased cost of living. Since then, we’ve expanded to run a fully-fledged café, where our students make and serve food and drink to local people. We’ve also established a new sports programme, using the excellent on-site facilities such as basketball courts, a boxing gym, and 4G football pitches.

This has been transformational for our students. For the first time, they’re learning in a public space, able to regularly interact with members of the local community as they develop their catering and customer service skills. Consequently, our work readiness and social responsibility Outcomes Star scores have jumped up by 16% and 23% respectively compared to last year.

They’ve also flipped common perceptions of adults with learning disabilities and autism on their head. All too often, people assume our students always need to be in receipt of charity and support. Yet the food distribution project, in which they turned surplus food from the Felix Project into healthy, free meals which they distributed to the local community, was a great illustration of our students using their catering skills to benefit others.

Our students’ physical health has been another area where we’ve seen a hugely pleasing improvement. We have invested a lot of time, resource and energy this year to providing more opportunities for our students to be active, and to learn about healthy food choices, and this has borne fruit. We’ll be building on this work in future.

None of this could happen without the dedication of our fabulous students, their families and carers and, of course, our staff and volunteers. Our work also needs funding, and we are hugely grateful to the individuals and organisations who’ve made donations and invested in our approach.

Finally, at the time this was written, we’d just said goodbye to our Chair, Kate Heaps. Kate chaired Share for six years and has been instrumental in our growth and development, and has been a collaborative, supportive and critical friend to our staff. Thank you Kate for all you’ve done for Share.



Chris Jeffery
Co-Chair and Treasurer



Abi Carter
Chief Executive

Who we are

Share Community provides specialist programmes and activities for adults with learning disabilities, autism and mental health needs across four sites in south London, and in the community.

Our vision

We want 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

To provide a safe, empowering and progressive environment where disabled adults can develop their skills, wellbeing and purpose to live happier, healthier and more independent lives.

Our students are the real experts when it comes to their own support needs. That’s why our person-centred approach puts their needs at the heart of everything we do.

We work closely with our students, and the people closest to them, to uncover their unique strengths, talents and interests, so that everyone can make their own choices about what they do and have the chance to achieve their goals.

Why we exist

People with a learning disability and autistic people face numerous barriers in their daily lives. They may have difficulties communicating, accessing healthcare, and finding employment, meaning that many experience isolation, exclusion and discrimination.

Health inequalities

On average, women and men with a learning disability die 23 and 20 years younger respectively than those without a learning disability (LeDeR, 2022-2023; ONS, 2022).

The average age of death for people with a learning disability who are from minoritised ethnic backgrounds is 34 years, compared to white people with learning disabilities whose average life expectancy is 62 (2023 NHS Race & Health Observatory Report).

Loneliness

A survey by learning disability charity Mencap in 2022 found that 88% of families and carers surveyed said their loved one was always or very often felt sad, and 82% felt lonely due to rarely being able to leave their homes. Nearly a third (32%) were struggling with mental health issues, including suffering from low mood and low self-esteem.

Employment

In London, only 5.3% of adults with a learning disability known to their local authority are in paid employment (NHS Digital, Adult Social Care Outcomes Framework, 2022) compared to around 80% of the population without a learning disability.



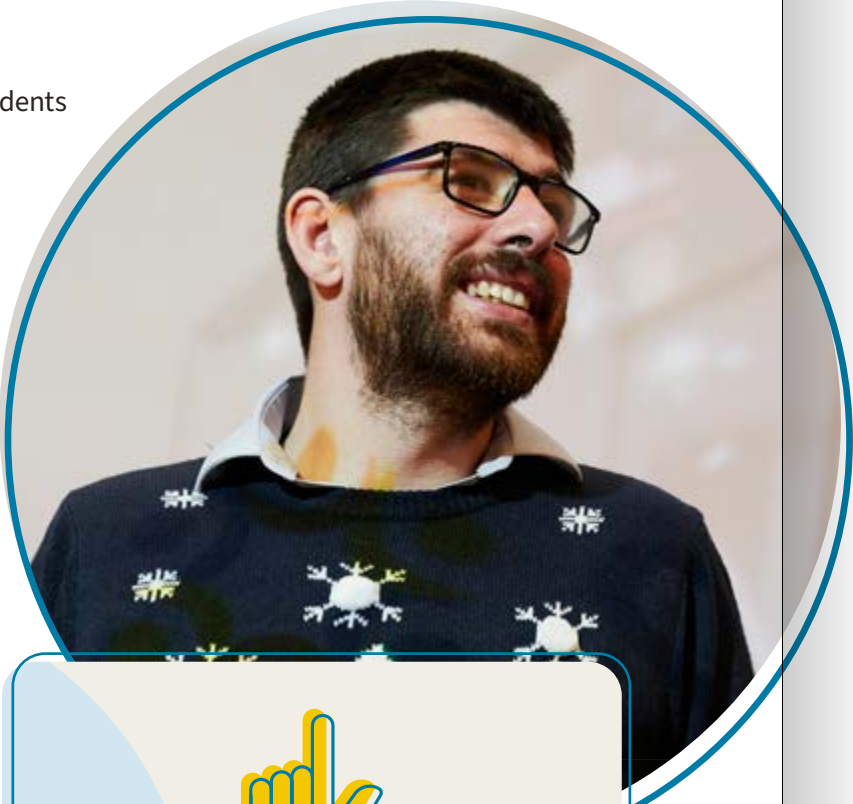
What we do

We aim to tackle the health inequalities and discrimination our students face to improve their overall health, wellbeing and quality of life. Our goal is to empower them to make their own choices and be more independent.

We're committed to creating opportunities for our students to connect with others and feel integrated within their communities. And we support them to build the confidence to develop skills that open pathways to employment or volunteering.

We believe everyone deserves the chance to live their lives as they choose and to be treated with fairness, dignity, and respect.

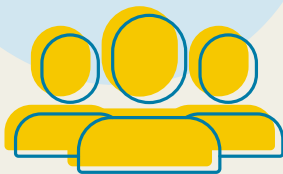
Our extensive training courses, programmes and activities are aimed at:



Improving physical and mental health and wellbeing



Developing independent living skills



Ensuring our students can participate in their communities



Supporting our students into voluntary and paid work

What's new this year?

New site launched in Lambeth

We opened a fourth site in Vauxhall in partnership with the Black Prince Trust, providing more opportunities for our students to learn catering and hospitality skills, be involved in providing support for the local community, and take part in sports courses.



Free meals to support the local community

With funding from the London Borough of Lambeth, we've revitalised the community café at the Black Prince Community Hub, creating an opportunity for our students to showcase their catering skills while supporting those in need during a tough time. Our talented students and chefs prepared an impressive 5,777 free healthy meals for approximately 200 Lambeth households to collect and eat at home.



I live alone and can't cook so these meals are so helpful for me."

Local resident

This initiative provided nutritious food during the height of the cost-of-living crisis, when many faced difficult choices between heating and eating. It also helped our students hone their catering and social skills, thereby developing their employability skills. By supporting local residents, our students have gained a sense of community and pride, helping to build their confidence and self-esteem. The meals service is now an established venture at the site and continues to support the community.



5,777

meals provided to give 200 households a healthy home-cooked meal during the height of the cost-of-living crisis.

Community café opens to the public

In February 2024 we opened the Share Community Café to the public, selling food and drink prepared onsite by our students and chefs. As well as lunches, breakfasts and snacks, we also started producing barista-quality coffee, made possible by the generous donation of an industrial coffee machine from corporate supporter BaxterStorey.

The café not only provides a vibrant space for the community, especially for local residents and visitors to the Black Prince Community Hub, but it also equips our students with essential employability skills. As they create delicious food and drink, interact with customers and learn about workplace health and safety, they're on their way to becoming skilled baristas and café workers, ready for a future in hospitality.



Catering services

Once the café was established, we expanded to provide catering services, offering a range of freshly-prepared hot and cold food for meetings and events. And we're continuing to grow and take on more clients as we expand. This means we're now able to provide even more real-world work experience in catering and hospitality for our students, as well as deliver a quality service to local organisations.

“Share worked with us to create the perfect menu and met all our requirements at short notice. The presentation of the food was beautiful and it all tasted amazing! Share Catering Services staff were extremely helpful and friendly.”

Share Catering Services client



Meet Andrew

Andrew used to attend our horticulture programme at the Share Garden but was keen to get involved with the new Share Community Café, especially since he had some experience working in a café a few years ago. He was eager to build up his catering skills and hopefully work his way towards a job in the future.

Since joining, Andrew's been able to dive right into the hustle and bustle of café life, getting hands-on with everything from food prep to serving customers. This experience has given him a chance to sharpen key skills, like time management, teamwork, and communication. Talking with customers has also boosted his confidence and social skills, which will be valuable in any job he takes on.

The great thing about working in the café is that it provides structure but in a relaxed, supportive environment. It's a perfect space for students to get used to the rhythm of regular catering and hospitality work without the pressure you might find in a traditional work setting.

We asked Andrew to tell us more about working in the café:

What are your favourite things to do at the café?
I like chopping vegetables and putting pasta in the pan. I like making cakes as well; I make carrot cake and brownies. I like using the coffee machine and giving coffee to customers, I like to serve customers.

What else do you do when you work at the café?
Sometimes I wipe the tables and the handles and sometimes the work surfaces as well. I do the dishes as well and I dry the dishes and I put them in the cupboard.

What do you want to do in the future?
I'd like to get a job in catering or gardening, because I'd like to get paid. And because they are good jobs and I enjoy the work.

“
I make carrot cake and brownies. I like using the coffee machine and giving coffee to customers, I like to serve customers.”



Creating opportunities to get more active

We also improved access to sport and physical activity by introducing our students to the excellent sports facilities at the Vauxhall site. They explored basketball, football, boxing, badminton, table cricket and more, encouraging a more active and healthier lifestyle. This not only boosts their physical health but also significantly improves their mental wellbeing, reduces stress, and encourages more social interactions.



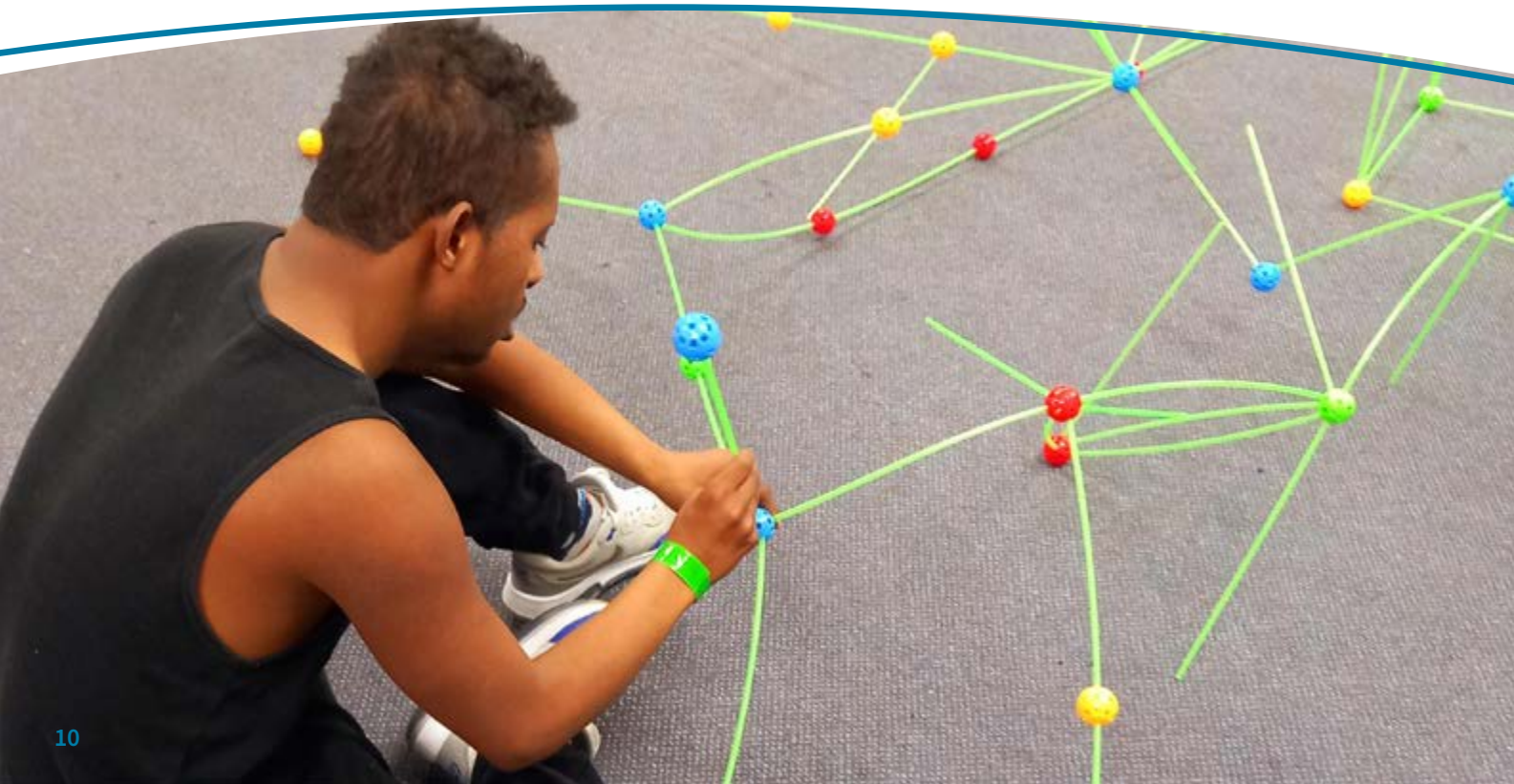
Extra courses launched

In January 2024, we launched two new courses at our Brixton site, offering our students extra opportunities for creative self-expression and to explore local services and facilities.

Our **Creative Expression** course uses engaging sensory activities to create a stimulating environment that encourages communication. We create sensory activity stations using water or sound, and construction and design areas so that students can pick and choose which suits them.

Sensory play is known to have a calming effect and helps people to improve their ability to focus on different tasks.

We’ve also added more community-based sessions to help our students become more independent through our new **Community Living** programme, supporting them to explore facilities and services they can use in the local area.



Measuring our impact

The Student Star™

We use an evidence-based tool called the Student Star™, a version of the Outcomes Star™ designed for students with a learning disability or other additional needs. It tracks progress along a five-stage journey across nine key outcome areas, displayed in a user-friendly and accessible star shape.

The system is designed with collaboration in mind, ensuring that students are actively involved in their own journey of change. It provides a clear picture of students’ needs and their current stage, allowing us to tailor support more effectively to support them to reach their goals. This makes sure we’re focusing on growth and helps us to identify what’s working well so we can adjust our approach as needed.

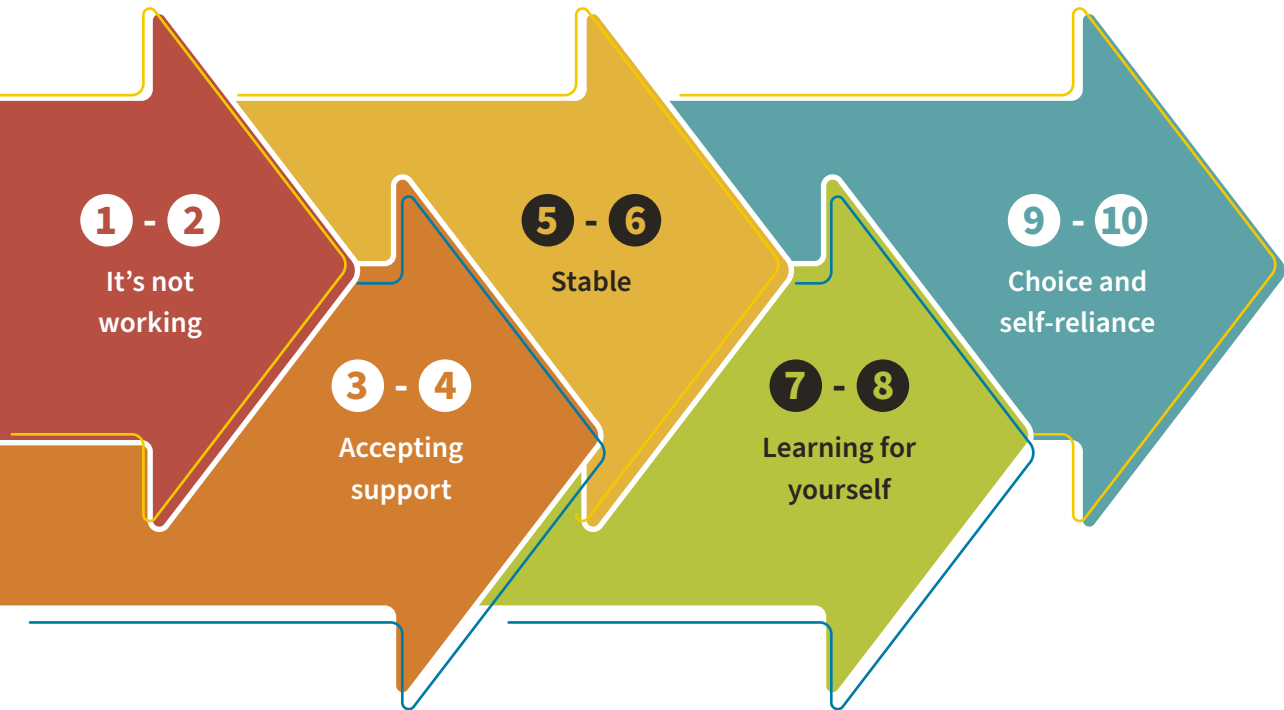
Our outcome areas

We measure and track progress across nine areas to ensure that we’re maximising the positive impact for our students.



The five-stage journey of change

The journey of change identifies five stages that show the steps people go through when making sustainable change in their lives.



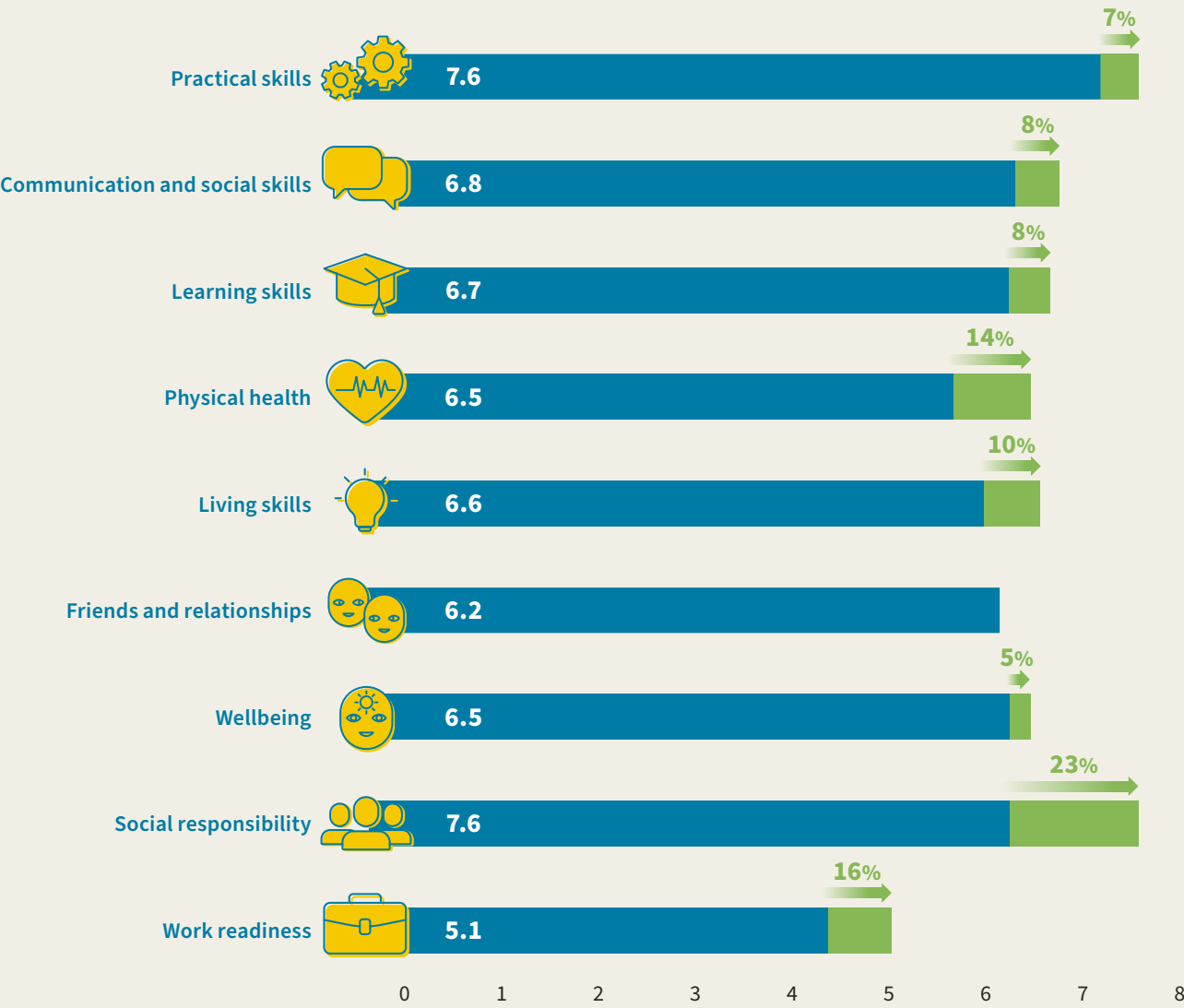
The process

Students sit down individually with our Wellbeing Team to have conversations about where they are on the scale for each of the nine key areas. To make these meetings accessible, we may use games, talking mats and other communication aids that encourage our students to have their say. Wellbeing staff also gather insights from families and carers, incorporating their feedback and observations. We then combine all of this information with our own knowledge and observations to determine each student’s scores.

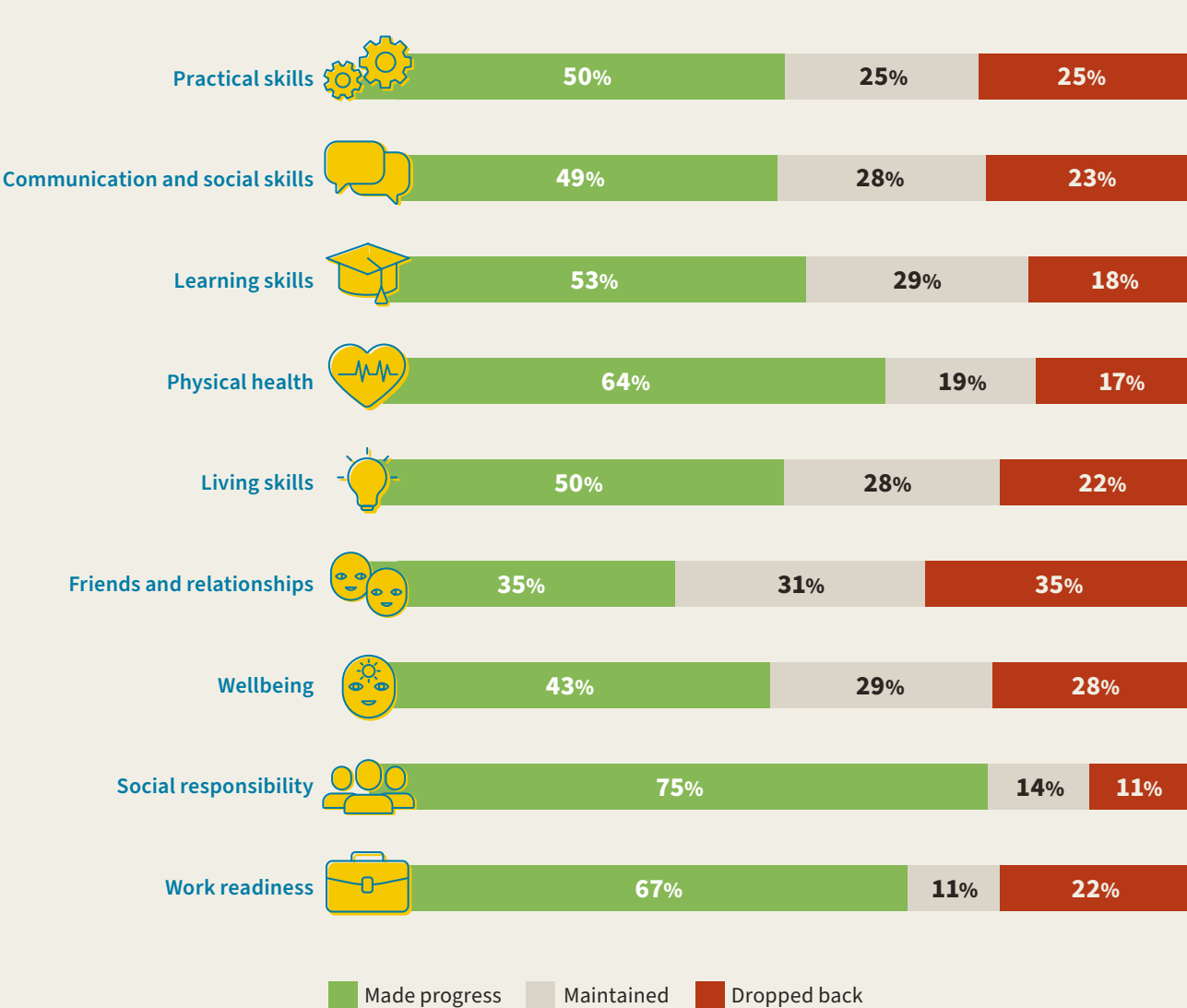
What our star results show

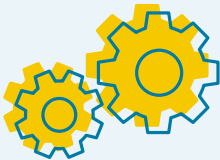
Overall, our Student Star™ results increased on average by 10% this year. We were delighted to see an improvement in eight out of nine areas, with one area, friends and relationships, remaining the same. The areas with the highest growth were social responsibility and work readiness, which increased year on year by 26% and 16% respectively. This is likely due to the development of our operations at Share Vauxhall, where students took part in the community meals programme and learnt employability skills.

2023-24 scores and year-on-year percentage increase



How much progress students are making in each area





Practical skills

Physical coordination, the ability to use your hands, physical awareness and safety.

Our increase in scores this year has taken us from the ‘stable’ category into the ‘learning for yourself’ category. This follows a steady increase over the past seven years and reflects our tutors’ continued drive to embed practical learning elements into all our courses. Many of us understand and remember things better if we’ve done them ourselves, so students are encouraged to practise tasks such as cooking, cleaning, managing finances, and using technology.

The introduction of the Share Community Café has also helped to strengthen this area as students learn practical skills in a real-world setting. The continued development of other practical projects that all focus on hands-on learning, like Home Cooking skills, Catering and Horticulture, have had an impact too.



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.

We’re pleased to report an improvement this year, particularly given the challenges posed by the pandemic in recent years, and an increase in students joining Share with complex communication needs.

In response to these challenges, our dedicated team has focused on understanding each student’s unique communication needs. We now conduct quarterly communication aid audits to ensure students have the right tools to express

themselves effectively, fostering connections with staff and peers in the ways that work best for them.

We noticed that our autistic students’ scores decreased slightly, so we’re planning to relaunch our self-advocacy groups that were paused during the year due to staffing changes. These safe spaces encourage students to share thoughts about what having autism and/or a learning disability means, and to talk in general about what matters to them.



Meet Tomika



When Tomika joined Share she told us that her goals were to improve her social skills, meet more people and do more activities. As well as Catering, she joined our Horticulture programme at the Share Garden, where her tutor guided her step by step through gardening techniques such as sowing seeds.

Teamwork is a big focus at the garden, with students working together to learn new skills. Tomika started off quite reserved and quiet, but as she gained experience working alongside her peers, her confidence blossomed. Soon, she was not only mastering her own tasks, but also supporting other students in the group. She’s become a go-to helper, patiently offering advice and encouragement to fellow students.

By the end of the year, Tomika scored an impressive nine on her Student Star™ for communication and social skills. These abilities are essential in any professional setting and will serve her well in many areas of life, especially if she decides to pursue work or volunteering.

We asked Tomika to tell us more about what she does at the Share Garden:

What do you do in the garden?

I always bring my gloves and prepare for my lesson, I look after the plants, take off the dead leaves and repot them.

What’s your favourite thing to do in the garden?

Planting the seeds and watering, and I love to harvest them! I harvest cucumbers, tomatoes and strawberries. We take some home and share some too and eat them.

How does working in the garden make you feel?

Happy and excited. Also, safe.

What else do you want to tell us about working in the garden?

It’s been more than one year now and I enjoy doing what I’m doing. I’ve learned how to look after the plants. I make sure the others have the right tools and gloves to do things. I like helping them, I feel happy.

“
It’s been more than one year now and I enjoy doing what I’m doing. I’ve learned how to look after the plants.”





Learning skills

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

Our community-based courses, like Out and About and the new Community Living course, are crucial for enhancing student engagement and have boosted scores this year. These initiatives encourage students to explore new experiences, plan outings, and learn on the go. We've received great feedback, with families telling us that students inform family and friends about routes to places they've visited through our courses.

We've also seen impressive results from some of our independent living skills courses. According to families and carers, the students in our Home Cooking Skills class love discussing the healthy recipes they've learned, recalling ingredients, and demonstrating their cooking techniques at home.

Mastering these skills is a vital step toward independence, improving students' confidence and helping them manage daily life more easily.



Physical health

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

The launch of our sports and exercise programme at the new Vauxhall site has been instrumental in elevating scores in this area. After noticing a decline previously, we were delighted to see such positive results from adding more physical activity into our schedules. To build on this success, we've hired a dedicated sports tutor and added extra sports classes.

As expected, students doing Horticulture, our community-based courses, and Health and Wellbeing have shown high scores. Gardening

involves physical work outdoors, while community courses encourage getting out and being active, and Health and Wellbeing teaches essential self-care.

However, some families and carers have expressed concerns about students managing health appointments independently. We're addressing this in our My Life, My Way and Health and Wellbeing sessions, with our Wellbeing Team collaborating with external agencies to empower students to take charge of their health more confidently.



Meet Shirley



Shirley recognised that her physical health could use some improvement, so during her annual review, she shared her goal of becoming more active. She then joined our new sports programme at the Vauxhall site and soon got stuck into boxing, badminton and keeping fit.

Since then, Shirley's Student Star™ score has risen from six to seven, moving her from the 'stable' category to 'learning for yourself'. She's set achievable fitness goals and has taken a more active role in her own wellbeing. Now, Shirley is even exercising in her own time!

Our new sports programme offers a structured and supportive setting, which has helped Shirley develop social skills, boost her self-esteem, and feel a stronger sense of belonging. These aspects are making a positive difference in both her physical and mental health.

We used an easy-read reflection sheet to capture Shirley's thoughts on the programme. When asked what she enjoys most, she highlighted boxing and badminton and circled words like 'exciting', 'tiring' and 'fun'. Her carer also commented, 'She enjoys the boxing, she's happier when she does the boxing'.

Shirley's tutor has noticed impressive progress as well, 'Shirley has improved so much in her badminton skills. She's now able to backhand serve and underarm hit. I think that Shirley is ambidextrous as each session she uses a different hand! We worked out her right hand is the strongest. Shirley always tries her best and in the boxing studio, she really enjoys counting to ten and listening to music.'

“

Shirley has improved so much in her badminton skills. She's now able to backhand serve and underarm hit.”

Shirley's tutor





Living skills

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

Students who take part in Independent Living Skills, Catering, Home Cooking, and Digital Finance consistently outperformed the average score, with Community Café students achieving the highest results. This is no surprise, as these courses focus on essential life skills such as cooking, personal hygiene, time management, financial literacy, and navigating public transport.

While our overall scores suggest that most students can manage daily living skills with some

support, families and carers have observed that these skills don't always carry over at home.

We're committed to ensuring that the valuable skills learned at Share translate into students' home environments. We'll continue to find ways to encourage and support them in applying what they've learned in their daily lives.





Wellbeing

Managing, mental, physical and emotional health. How students feel in general, what helps them feel more relaxed, content, positive, and at ease with themselves.

We're happy to report that wellbeing scores have improved for the first time in three years. We believe this reassuring improvement is due to the evolution of our Health and Wellbeing programme to make it more holistic and reflect different aspects of wellbeing, from mindfulness to understanding safe spaces. We've also invested in our wellbeing staffing which means students can access wellbeing support across all of our sites. We encourage students to reflect on their own wellbeing and work with them to develop strategies that help them manage their feelings and emotions. By helping them explore different strategies, they're learning how to manage their mental and physical health, leading to happier, healthier lives.

Over the past year, we've also improved staff training, especially around safeguarding. We've rolled out a custom 'Introduction to Social Care' module so all our employees can better understand and support our students' unique needs. This means our staff are now even more equipped to help students navigate their emotions.

We also formalised a wellbeing escalation process. This gives us a clear plan for addressing and resolving everyday wellbeing concerns as well as more serious issues, ensuring quick action to reduce risks and keep everyone safe and well.





Meet Shammah

A couple of years ago, Shammah mainly ate fast food, takeaways, fizzy drinks, and sweets. His catering tutor jokingly called him 'a proud carnivore' who wasn't exactly keen on the whole vegetable thing.

But once he joined our catering classes, Shammah started handling and cooking a variety of foods. He began to embrace new flavours and recognise healthier options. He started doing his own recipe research, going online for global inspiration to whip up his own delicious and nutritious sauces from scratch. Now, he's a vegetable sauce aficionado, creating everything from Italian tomato sauces to spicy Gochujang Korean sauce, Indian onion sauce, and even a Jamaican Jerk-style sauce. And let's not forget his legendary sweet potato puree that his tutor raves about!

Shammah proudly takes his culinary creations home to share with his family for lunch and dinner. He's now happily munching on a range of veggies to balance out his previous fast-food habits. Not only has this shift helped him eat healthily, but it's also boosted his catering skills and self-esteem.

His Student Star™ score for living skills reflects this positive change as he has jumped from a six to an eight, and now he's learning to take charge of his own cooking and nutrition.

“
I want to cook nice food for my people.”

We asked Shammah to share his thoughts on cooking:

What do you learn in catering?
How to make better food.

What do you like about catering?
I have nice food. I learn how to cook new food, and not make it too spicy or too sugary.

Do you have any tips for other people to help them eat more healthily?
Not make boring food and have more veg in your food!

What do you want to do in the future?
Be a chef. I want to cook nice food for my people.





Friends and relationships

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

Our Wellbeing Team has collaborated with the Wandsworth Learning Disabilities Healthcare Team to deliver sessions aimed at helping our students improve their understanding of relationships, emotions and effective communication. We're pleased to report that all ten students who attended regularly showed an improvement in their friends and relationships scores. Based on these positive results, we plan to continue offering these sessions and to encourage broader student participation in future.

We encourage students to connect and socialise during free time, lunch breaks, and in dedicated spaces like our self-advocacy groups Spectrum,

Women's Space and Man Club. Unfortunately, these groups were paused during the year due to staffing changes, which is likely to be the reason why friends and relationships was the only area where we saw no improvement. The good news is, we're working hard to bring these groups back, and we're confident that this will lead to better results in the future.

Additionally, we've since expanded our befriending service, recruiting more volunteers to ensure students have the chance to get out, make friends, and have fun. This is part of our ongoing effort to enrich their social experience and encourage meaningful connections.



Social responsibility

How students manage their own behaviour and understand how it might affect other people. How to behave in a safe, socially responsible and law-abiding way.

The launch of our community meals programme at the Community Café has had a huge impact this year on social responsibility scores, with our average score now solidly in the 'learning for yourself' stage. Through this programme, students have felt more connected to the community as they actively helped local residents in need, and interacting with them has been great for building their social skills too.

Students in our Out and About and Community Living courses also scored very highly. By getting out, connecting with others, and learning about

what's happening in the local area, they've found fulfilment in being more active members of society. Our Steps into Employment students are thriving as well, thanks to their growing knowledge of the workplace and volunteering.

We've also introduced a six-month citizenship module as part of our Independent Living Skills course, giving students even more tools to engage with the world around them. Moving forward, we'll continue expanding these initiatives to create more opportunities for students to learn and grow within their communities.



Meet Zain



When Zain first joined Share, he spent most of his lunch breaks and free time alone in our quiet relaxation rooms. But during his six-week review, a time when students sit down with staff, family, carers, and their social worker to discuss how things are going, Zain told us he wanted to meet more people and make new friends.

So, Zain joined our Out and About course, where students go on trips to museums, parks, and other spots around London. These outings not only help students become more independent, but they also encourage socialising along the way. He also started attending our peer hangouts, which gave him more chances to connect with others in a relaxed, social setting.

Zain also joined our befriending programme and was paired with Kealan. Together, they hang out regularly, going for walks, playing sport, and hitting the gym. Zain said his three favourite things about Kealan are his voice, that he's really friendly, and that he can talk to him about anything.

In Zain's Student Star™ assessment, he scored a seven in the friends and relationships category which is well above average. This means he's growing confident in building relationships and expressing his feelings, skills which will help him in many areas of his life.

We caught up with Zain to capture his thoughts:

Tell us about being part of the Out and About group and coming to Share?

I like buses and trips, I like to be social with my peers, I like going to the Science Museum and doing gardening at Brixton. I like meeting people, other students and staff. I like to cook food on a Friday with Tim, doing washing up and working in a team.

What about the befriending trips you go on with Kealan?

It's good, he seems friendly and a nice person. Sometimes he helps me with things like how to use machines at the gym. Sometimes we go to the park to play sport or go on a walk if it's nice weather. I feel happy, I like that opportunity.

What do you want to do in the future?

I want to join Steps [Steps into Employment] class, it's a good opportunity to get a job or volunteer. And join Digital Skills, I can work more on computers and use apps. I want to work in a games shop or WWE!

I love coming to Share, it's a good place and I like students and staff.

“
Sometimes we go to the park to play sport or go on a walk if it's nice weather. I feel happy, I like that opportunity.”





Work readiness

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

Despite this being a challenging area, we’re thrilled to see such a significant improvement this year. For the first time, we’ve moved from the ‘accepting support’ stage into the ‘stable’ stage.

A big part of this success comes from the continued development of our Vauxhall site. The Community Café has given students the chance to build employability, catering, and hospitality skills, while our gardening social enterprise, Share Garden Centre, offers hands-on work experience through growing and selling plants to the public.

Our Steps into Employment students, who consistently score well above average in this area,



have been honing their skills for the workplace. This year, they’ve even helped run pop-up markets to support our fundraising efforts, handling payments and selling products to raise money for the charity.

Looking ahead, we’ll continue to strengthen relationships with external agencies that specialise in employment support to give our students more opportunities for success, and move our Steps into Employment class into the café so students can practise their skills in a real-life work environment.

Student Star™ scores by ethnicity

We’ve analysed our Student Star™ scores by ethnicity to better understand and address disparities among our diverse student groups. In our current cohort of students who completed a Student Star™, 46% identify as Black/Black British, 30% as White/White British, 13% as Asian/Asian British, and 11% as mixed or other ethnicity

A couple of years ago, our Black/Black British students had the lowest scores across all categories. We’re pleased to report that this is no longer the case. Key factors in this positive change have been our commitment to diversifying our staff to better reflect the backgrounds of our students, and promoting a culture of respect and cultural awareness throughout the organisation.

By making our recruitment process more inclusive and celebrating ethnicity, we aim to create an environment where diverse perspectives are valued which enriches the educational experience for all.

The majority of our newest students tend to be from minoritised ethnic groups and tend to have the most complex needs. The new courses we’ve introduced have also enabled us to better cater for their needs, and it’s pleasing to see the positive impact of those new programmes.

We’re committed to continuing to monitor and act on this data to ensure that these positive trends continue to grow.



Out and About students enjoying the bikes at the Herne Hill Velodrome.

Visiting the Hornimann Museum: our trips out help students learn how to plan journeys and take the bus safely.



Community Living students stock up on healthy snacks at the supermarket for one of their outings.



Students relaxing with a game of pool on a visit to a local community centre.





Celebrating in style during graduation week.

'I can' statements

We break learning targets into clear, actionable steps called 'I can' statements, designed to be easy for students to understand. Written in accessible, student-friendly language, these statements clearly outline students' goals and the skills they need to develop to achieve them.

'I can' statements empower students to track their own progress by encouraging them to reflect on their learning journey with three key questions:

-  1. Where am I now?
-  2. Where do I need to go?
-  3. What steps can I take to close the gap between where I am and where I want to be?

'I can' statements are decided by both students and tutors. Examples include 'I can make a hot drink and wash up', 'I can start a conversation', or 'I can use a journey planner to help me with travel'.

Once a student successfully demonstrates a task independently three times, they've achieved their 'I can' goal. This process not only highlights their progress but also boosts their motivation and confidence in their abilities.

The results provide valuable insights into each student's learning journey, enabling us to assess their growth and adapt our support to better meet their needs.

On the next page, you'll see examples of areas where our students have achieved 'I can' goals and learn how these accomplishments have positively impacted their overall learning experience.



172 students took part in our programmes from March 2023 until the end of April 2024.

90%

of students who joined our sports programme reported they were exercising once a week and **100%** learnt how to confidently complete a warmup before starting their exercise, keeping them healthy and active.



95%

of students in our music group can confidently play a solo on an instrument, giving them a powerful outlet for artistic self-expression, boosting their self-esteem and supporting positive mental health.



65%

of our Home Cooking students can independently peel vegetables, **74%** can cook them and **83%** can wipe the table, meaning they're well on their way to preparing and serving healthy meals independently.



100%

of our Steps into Employment students can now match their skills to specific jobs and fully understand workplace behaviour. This gives them greater self-awareness and a clear understanding of what's required for success in different roles.



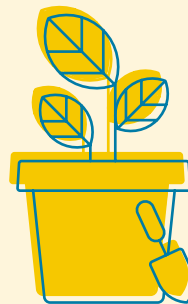
92%

of our Digital Finance students can safely search for websites online, while **96%** know how to connect to the internet at home and send and receive emails. This means they're fully equipped to stay digitally connected and navigate the online world safely.



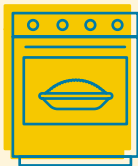
58%

of our Horticulture students are now able to work completely independently in the garden, gaining hands-on experience that prepares them for future work in a professional garden setting.



76%

of Catering students can hold, use and store a chef's knife safely, **71%** can use the oven safely, giving them valuable skills to use in a professional kitchen.



76%

of Catering students can make a shopping list and prepare a healthy salad and packed lunch, showing their understanding of how to select and prepare nutritious food to help them stay healthy and well.



90%

of our students working in the Community Café can confidently maintain health and safety standards, showing their understanding of kitchen hygiene in a professional setting, enhancing their employability and preparing them for success in the food industry.



Our 'I Can' statement review periods happen twice each calendar year. The data used for this report covers the six-month period from July 2023 until December 2023.

Volunteer impact

Volunteers are essential to our charity, generously giving their time, skills and compassion to help our students thrive. Their contribution has an enormous positive impact on our work, whether as support workers in our daily sessions, befrienders, social buddies, or corporate volunteers.

While the number of befrienders declined towards the end of the year, we’ve since invested more into developing the project and we’re excited to create more befriending partnerships in the future.



In total, volunteers gave just over 4,000 hours of their time to Share and our students this year. If we equate the cost of their time to a support worker earning the London Living Wage at £12.55/hour, the value of the time they provided to Share in salary alone was over £51,000.

Our social buddies, who supported our social inclusion project, Go Anywhere, Do Anything, helped organise 28 volunteer-led social outings. Although this project has since paused as we seek new funding, we’re exploring alternative ways to continue offering valuable social opportunities.

Development of corporate volunteering

We’ve expanded our volunteering offer in response to a broader trend towards corporate social responsibility, as businesses recognise the benefits of volunteering for both their employees and the communities they serve.

We were delighted to welcome nine different organisations to take part in 13 corporate volunteering days last year.

Brand Brewery, a local media agency, organised and ran a Sports Day during the summer, this was a huge hit with our students!



A team from BT came to our Brixton site to create amazing artwork with our art students.

Algolia, a websearch platform provider, visited the Share Garden and got stuck into weeding and clearing beds.



Of the volunteers we surveyed, **100%** said they would recommend volunteering at Share.



I’ve learned just how wide a range of abilities and disabilities can vary from individual to individual and how everyone has something different to offer.”

Volunteer



My perception of learning disabilities and/or autism gets more nuanced with every student I interact with, and having the opportunity to volunteer at Share also opens up discussions with friends /colleagues about the overall perception of learning disabilities and/or autism outside of Share and allows me to be an advocate and champion of the students outside of my role as a volunteer.

Volunteer

The future

We’re excited to keep delivering on our strategic plan that guides us from 2023 through to the end of the 2025-26 financial year. We’re committed to delivering outstanding services that empower our students to make lasting, positive changes in their lives. Our aims for the future include:

- **Leveraging insights:** we’ll harness the valuable insights from our ‘I can’ and Student Star™ data to enhance and evolve our services, ensuring they meet the needs of our students.
 - **Brightening the Share Garden’s future:** following the redevelopment of the Springfield Hospital site, we’ll be moving into a temporary building and working to secure planning for an eco-friendly, accessible garden facility, which will allow us to diversify and strengthen the programmes we offer.
 - **Growing the Share Vauxhall Community Café:** our goal is to continue our work transforming the café at Share Vauxhall into a thriving
- social enterprise, providing our students with essential work experience and personal development opportunities while serving the local community.

 - **Engaging families:** we’re dedicated to collaborating with our students’ families and networks to share valuable information on healthy living and wellbeing, ensuring learning continues both at home and here at Share.
 - **Empowering self-advocacy:** we’re committed to promoting self-advocacy among our students, actively listening to their wants and needs and supporting them to amplify their voices.



Thank you to our supporters

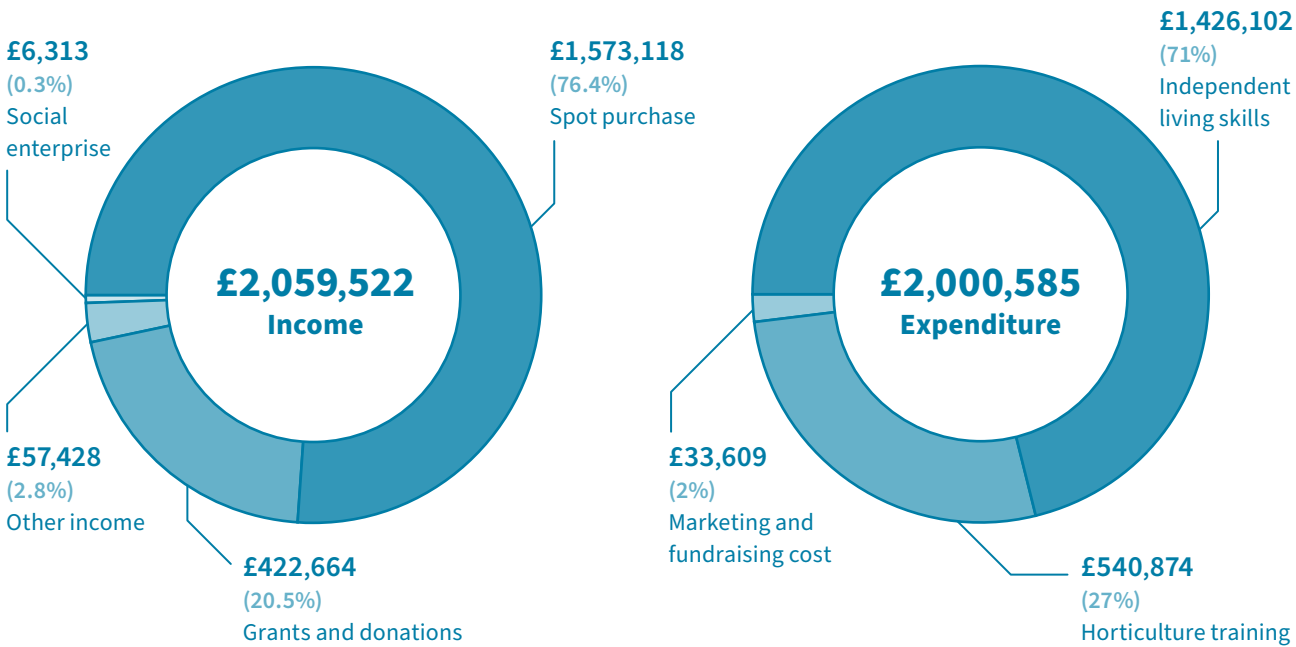
The Anthony & Pat Charitable Foundation	Lane, Clark & Peacock LLP
Awards for All	London Borough of Lambeth
Baily Thomas Charitable Fund	London Borough of Wandsworth
BaxterStorey	The London Community Foundation
Big Lottery Community fund	Minar Jewellers
Centre 4 Learning	The Peter Stebbings Memorial Charity
City & Country Residential Ltd	Pictet Group Foundation
Co-op Local Community Fund	R & H Trust
Croydon Voluntary Action	Santander Foundation
Drapers’ Charitable Fund	School for Social Entrepreneurs
Eaton House School	SDS London
Enable Leisure and Culture	South West London Integrated Care Board
Folk at Sunday Mills	Thomas J Horne Memorial Trust
Formation Architects	Tooting Business Network
Garfield Weston Foundation	Transport for London
The Hobson Charity	WATMOS Community Homes, Ethelred Estate
The Inman Charity	
The John Coates Charitable Trust	
John Lewis	And thank you to the many individuals who have made regular and one-off donations.

Financial review 2023-2024

The Charity’s income was £2,059,522 in the year ending 31 March 2024, compared to £1,613,228 in 2023.
The total expenditure was £2,000,585 in the year ending 31 March 2024, compared to £1,591,587 in 2023.

The net result was therefore a surplus of £58,937 during 2023-24, of which the unrestricted surplus was £71,584 and £12,647 was the restricted deficit. This is compared to a surplus of £21,641 in 2022-23, of which £11,393 was unrestricted surplus and £10,248 was a restricted surplus.

The Charity held unrestricted funds of £1,499,368 at the year end, of which £988,688 is tied up in fixed assets (inclusive of the loan and mortgage secured against the Altenburg Gardens building).



Financial performance during the last five years

Time Period	Income	Expenditure	Surplus/(deficit)
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
2022-2023	£1,613,228	£1,591,587	£21,641
2023-2024	£2,059,522	£2,000,585	£58,937

Share Community Ltd
64 Altenburg Gardens
London SW11 1JL

020 7924 2949
info@sharecommunity.org.uk



@ShareCommunity



@share_community



@ShareCommunity

www.sharecommunity.org.uk

