





Impact Report

2025-2026

Share Community
Live · Learn · Grow

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Photography credit
With thanks to Steven Williams, who volunteers with us and runs a photography project with students. Photos by students and Steven feature on the cover and throughout this report.

Welcome from our Chair

It's a privilege to reflect on another year at Share and what we've achieved. This report celebrates our students and their progress. I hope you enjoy reading their stories, which bring to life the many ways they're developing their skills, discovering new possibilities, and turning their ambitions into reality.

Every student's journey is different. Reiss has grown in confidence and become an active member of his sports group; Rachael is building friendships and discovering new experiences through our social activities; and Joe's determination to find work has led to paid employment. Each story shows what can happen when people have the right support and opportunities to pursue their goals.

We've remained ambitious and creative, delivering nearly 3,000 learning sessions across a wide range of programmes that support wellbeing, independence, and employability. Our tutors plan and deliver programmes around our students' needs and interests, continually adapting and refining what we do to keep learning relevant, engaging, and meaningful. We've also expanded our befriending and social activities, creating more opportunities for students to connect with others, choose how to spend their time, and feel a sense of belonging in their communities.

None of this would be possible without our staff and volunteers, whose care and encouragement help students build confidence and recognise their achievements. I'd also like to thank our funders, donors, trustees, partners and supporters. Your generosity, expertise and belief in our work help us create opportunities that might otherwise be out of reach.

We know we still have more to do. Adults with a learning disability and autistic adults continue to face barriers to employment, good health, and inclusion in their communities. At the same time, a challenging funding environment makes it increasingly difficult for charities to meet growing needs. We remain committed to working with students, families, employers, and local partners to tackle these challenges and create more opportunities for people to achieve their ambitions.

Looking ahead, we'll continue to strengthen the quality and impact of our work, develop clearer pathways into and beyond Share, and build a sustainable organisation for the future. Above all, we'll keep listening to our students and putting their goals, choices and aspirations at the heart of what we do.

Thank you for being part of Share's journey. I hope this report gives you a real sense of what we've achieved together and what we can continue to make possible.



Dr Robert Arnott
Chair of Trustees

Who we are

Share Community provides a range of specialist programmes and activities for adults with a learning disability, autistic adults, and adults with mental health and other support needs.

Our weekday courses take place across four sites in south west London, and in the community, with students attending one or more days each week.

We also offer volunteer-led activities in the evenings and at weekends, giving students opportunities to enjoy a social life, build friendships, and choose how they spend their time. These include group trips through our Go Anywhere, Do Anything project, as well as one-to-one connections through our befriending scheme.



Our vision

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 learning experience where our students can develop their skills, wellbeing, and purpose to enable them to live happier, healthier, and more independent lives.

Our values

Be respectful
We listen to and value others and their opinions, even if we disagree with them. We believe that everyone has a voice that should be heard.

Be inclusive
We celebrate the diversity of cultures, abilities and personalities at Share, creating an equitable and person-centred environment.

Be supportive
We give people the tools they need to succeed and empower people to make choices.

Be kind
The wellbeing of our students and staff is at the heart of everything we do.

Act with integrity
We build trust with each other and take responsibility for our actions.

Be ambitious
For what we can achieve, the standards we set, and the change we can create.

Why we exist

Adults with a learning disability and autistic adults face everyday barriers that limit their access to health and public services, employment, and equal opportunities. Negative attitudes and behaviour in wider society only deepen this divide, leaving people feeling excluded and less able to make choices about their own lives.

Health inequalities

People with a learning disability have worse physical and mental health than people without a learning disability, dying on average 19.5 years younger.[1]

Studies have also found that 39% of deaths of people with a learning disability could have been avoided by the provision of good-quality healthcare.[2] Barriers to accessing and receiving good-quality healthcare include staff having limited understanding of learning disability, failure to recognise that a person with a learning disability is unwell, anxiety or a lack of confidence for people with a learning disability, inadequate aftercare or follow-up care, and a lack of accessible transport links.

Higher risk of mental health challenges

Although everyone is different, evidence suggests that people with a learning disability are more likely to experience poor mental health.

This can happen because of a range of factors: facing more difficult life experiences, dealing with stigma and discrimination, and struggling to access the right support. One study found that the rate of mental health problems for people with a learning disability is double that of people without a learning disability.[3]

Low employment rates

In London, just 5.2% of adults with a learning disability receiving long-term adult social care support are in paid employment.[4]

Many adults with a learning disability want to work: Mencap found that 86% of people with a learning disability surveyed who did not have a paid job said they would like one.

Loneliness and isolation

50% of people with a learning disability experience chronic loneliness, compared with around 15–30% of the general population.[5]

Without opportunities to meet others and connect, this isolation has a severe impact on overall wellbeing.

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1 LeDeR, 2025

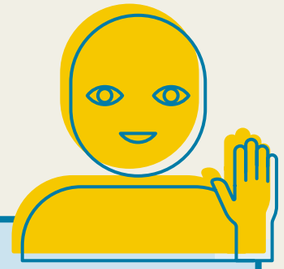
2 Heslop et al. 2013; Tuffrey-Wijnes et al. 2013; Allerton and Emerson 2012

3 Cooper, Smiley, Morrison, Williamson, Allan, Mental ill-health in adults with intellectual disabilities: Prevalence and associated factors. The British Journal of Psychiatry, 2007

4 Adult Social Care Outcomes Framework (ASCOF), NHS Digital, 2021/22

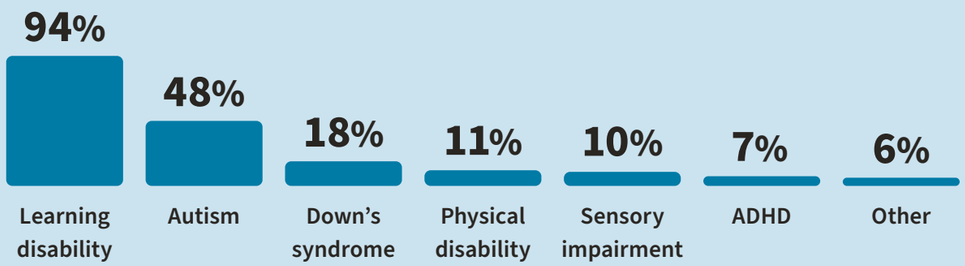
5 Gilmore, L and Cuskelly, M. 2014. Vulnerability to loneliness in people with intellectual disability: an explanatory model. Journal of Policy and Practice in Intellectual Disabilities, 2014, 11(3): 192-199

Our students

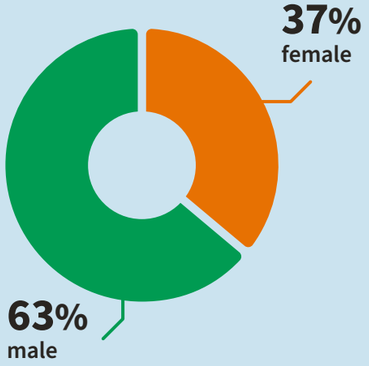


In the financial year 2025-2026 we worked with **208** disabled adults.

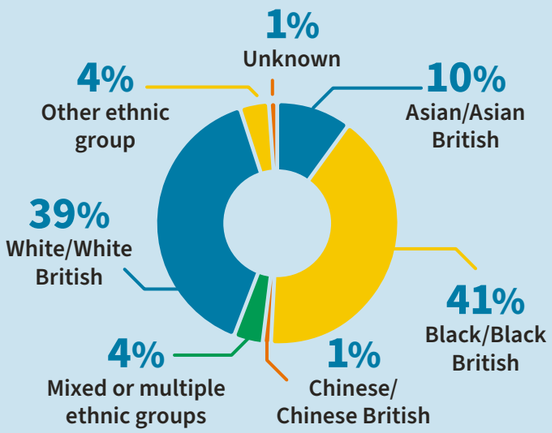
Student needs profile



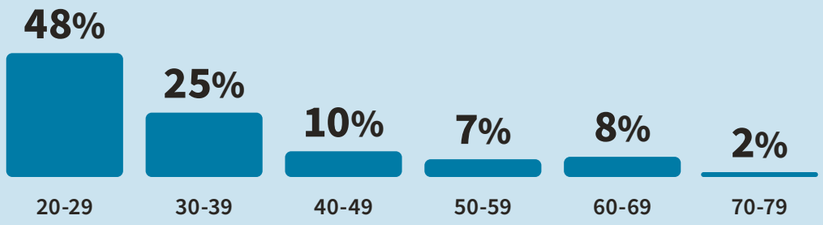
Students' gender



Students' ethnicity



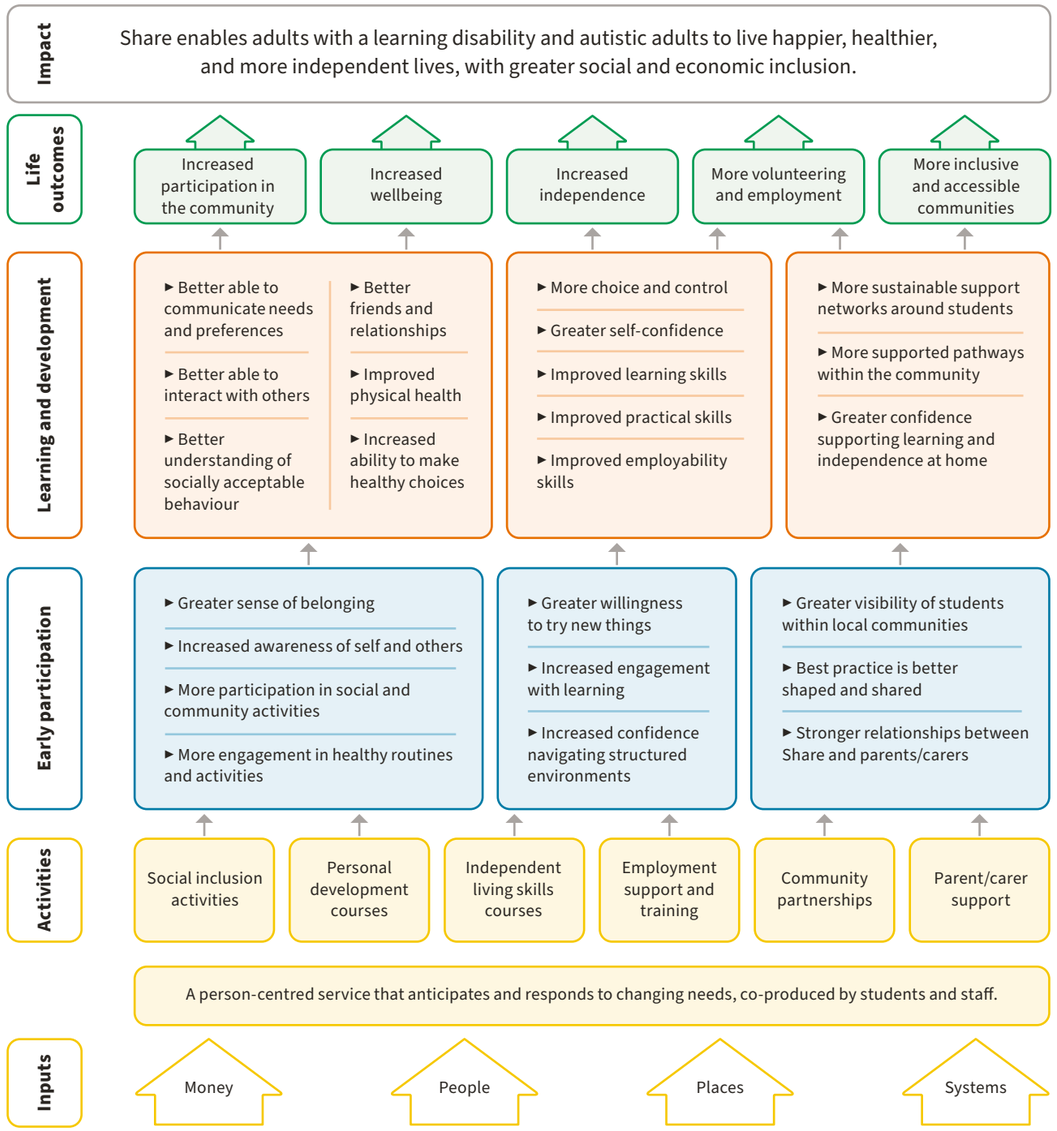
Students' age



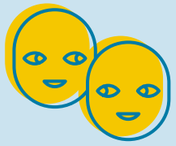
Our objectives and theory of change

Our theory of change outlines how our inclusive, person-centred programmes empower students to lead fulfilling, independent lives where they make their own choices and participate in their communities.

Because every student is unique, success looks different for everyone. For some, it means building communication skills and making friends; for others, it means gaining qualifications and progressing towards employment.



Our year in numbers



208
students used our services.



2,989
learning sessions across 17 different course programmes delivered.



89%
of students said that because of coming to Share they can make their own choices.



8 out of 9
Student Star outcome areas were at the stable stage or above, meaning most students have a secure foundation to keep learning, developing independence, building confidence, and making choices for themselves.



72%
of our students achieved their 'I can' statements, helping them make progress, recognise what they can do, and engage in their learning.



82%
of students said they feel more confident because of Share.



9,140
free, nutritious meals cooked and distributed to local residents through our Community Café, helping to alleviate local food poverty.



22
students supported our Community Café project, gaining vital catering skills alongside a sense of pride and responsibility.



102
volunteers helped us deliver our sessions and activities, helping us give more personalised support to our students.

Find out more about these figures and what they tell us throughout this report.

Our achievements and performance

At Share, we group our programmes into three pathways:

Personal development | **Independent living** | **Employability and training**

Personal development – feeling happy and healthy

When students are physically and mentally well, they're better able to learn, build positive relationships, cope with challenges, and achieve their potential.

By promoting healthy eating, regular exercise, health awareness, and mental wellbeing, students develop lifelong habits that can improve their quality of life. Equipping them with strategies to manage their mental health builds resilience, reduces stigma, and encourages them to seek support when needed.

Alongside practical health-focused courses, our creative opportunities in art and music enhance wellbeing, boost confidence, reduce stress, and foster positive social connections for happier, healthier lives.

We delivered 1,274 sessions to 154 students across: Art, Creative Expression, Gardening, Health and Wellbeing, Healthy Lifestyles, Music, Sport, Textiles

Our student survey found that because of coming to Share:



82%
of students feel more confident.



82%
of students eat and drink more healthily.



75%
of students are more active.



> I'm starting to make some really good friends in my class and my favourite class at the moment is photography and textiles that I do every Wednesday and also art class that I do every Friday and I enjoy home cooking class that I do every Monday.
>
> **Student**

> Being there makes me happy and fine.
>
> **Student**

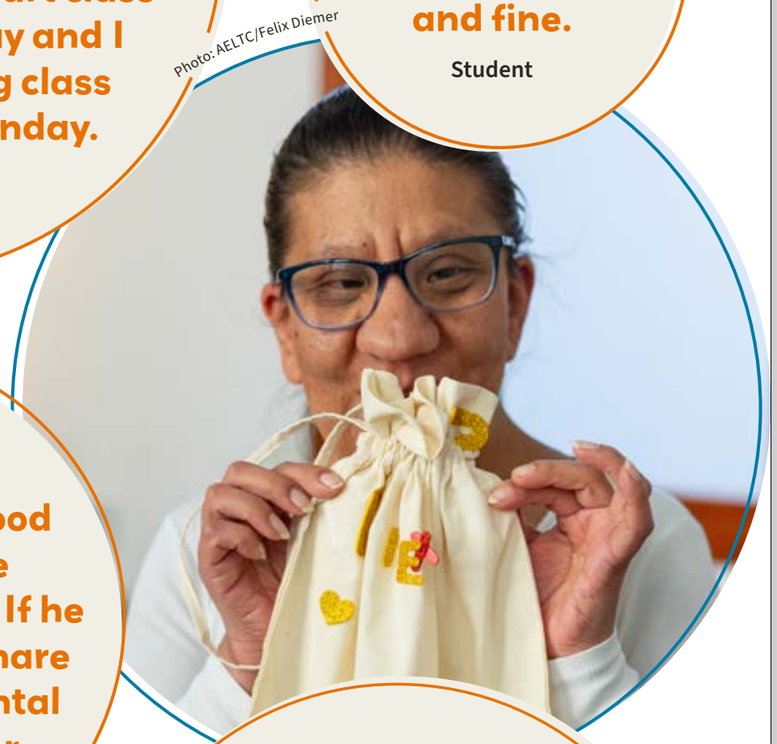


Photo: AELTC/Felix Diemer

> [his] physical and good mental health are maintained at Share. If he was not attending Share his physical and mental health would suffer.
>
> **Parent/carer**



Photo: AELTC/Felix Diemer

> The ability to attend a stable provision has helped J's mental health. Change is not good for him and a routine that takes him to something he enjoys every week is really beneficial.
>
> **Parent/carer**

Culturally mindful: rediscovering the joy of play

Funded by the Mayor of London as part of Wandsworth Council's year as the London Borough of Culture, Share was selected to take part in 'Culturally Mindful', a programme exploring more culturally responsive approaches to health and wellbeing. Working with theatre-maker and clown Youyang Song, our art tutor delivered a series of accessible, creative workshops that encouraged students to express themselves through movement, imagination, and play. The workshops were designed to ensure people of all abilities could take part. The project helped students build confidence, connect with others, and improve their wellbeing, while giving our team new ideas and approaches that will continue to shape our creative programmes.





Students' art reaches new audiences

Following a successful mentoring collaboration with In the Mix: Mentoring, delivered by human rights and social justice charity Equalities Work to support disabled artists in Lambeth, Share students continued to see their work reach new audiences. Carla and Rehan first took part in the mentoring project, followed by an exhibition at The Foundry in Lambeth featuring work by Carla, Rehan, Cally, and Karina. The positive response to their work has helped create further opportunities for it to be displayed, including in the main reception of We Are 336 in Brixton and in other public spaces such as a local health centre. These ongoing opportunities are helping our students gain recognition for their creativity, having their work seen and valued beyond the classroom.



Georgia ran a marathon and raised money for Share



In April 2025, Share student Georgia took on the TCS London Marathon MyWay, completing the marathon in an impressive 4 hours and 40 minutes and raising an incredible £2,521 for Share. Running a marathon takes a huge amount of dedication and countless hours of training. Georgia committed wholeheartedly, training weekly with running buddies from her club, Wimbledon Windmilers, and putting in extra miles in her own time. She told us, 'It was a really good day and I really enjoyed the run!'

Sharing voices through music



Our Music students performed at Kensington Palace's Community Celebration, showcasing original lyrics, artwork and Makaton signing to celebrate what makes the world meaningful to them. The performance gave students the opportunity to express themselves creatively, build confidence, and share their talents with a wider audience, showing the power of inclusive arts to bring communities together.



Impact Report April 2025 – March 2026



Reiss: growing in confidence and communication skills

When Reiss first joined Share's Sports programme at Share Vauxhall, he found it difficult to participate. There were times when he became upset, didn't want to come, or struggled to engage with the group. Although he loved sport and would sometimes take part in the activities, he found it difficult to connect with his peers, who are a lively bunch with a strong sense of camaraderie.

With patient encouragement from his tutor and peers, Reiss gradually became more involved. His small successes built up to real progress. When he scored a goal in football or basketball, staff and fellow students cheered and gave him high fives. This positive reinforcement helped him feel accepted by the group, and his confidence began to grow.

He progressed from avoiding any group interaction to taking part in warm-ups, talking with fellow students, and eventually taking on leadership opportunities during sessions. Being chosen by his peers to wear the captain's armband during sports sessions was a particularly proud moment for him.

Reiss has also become more self-sufficient. At first, he was reluctant to help set up equipment or collect his own lunch, but with gentle encouragement he now volunteers to help prepare activities and confidently chats to café staff while getting his lunch ready himself. His mum has been delighted to see his growing independence.

Reiss has made new friends, communicates more confidently with both familiar and unfamiliar people, and is an active member of the Sports programme. His journey shows how a supportive, structured environment can help people develop confidence, independence, and a sense of belonging.

Independent Living – doing more things for yourself

Developing independent living skills gives our students greater choice, confidence, and control over their daily lives. We embed independence throughout all our programmes while also delivering dedicated courses that focus on practical everyday skills, including cooking, managing money, using public transport, keeping safe, and going out in the community.

By building these essential skills, students are better equipped to make informed decisions, take part more fully in their homes and communities, and live as independently as possible.

> “I have really good memories about coming to Share. I’ve met lots of people.”
>
> **Student**

> “The independence and life skills they acquire away from the home setting. A safe place for social interaction.”
>
> **Parent/carer**

> “Helps me live my life a bit more because I know Share will help me.”
>
> **Student**

We delivered 637 sessions to 102 students across: Home Cooking Skills, Independent Living Skills, Out and About

Our student survey found that because of coming to Share:

89%
of students said they can make their own choices.

79%
of students said they know how to be safe in their community.

89%
of students said they can be safe around their home.

Easy read cookbook published

With support from Wandsworth Council, we produced an accessible cookbook featuring healthy, easy read recipes designed to help students feel more confident cooking at home. Available as both a printed spiral-bound book and digital resource, it also includes guidance on healthy eating, portion sizes, kitchen safety, and links to our step-by-step cooking videos. To encourage students to put their skills into practice, we ran a cooking competition with supermarket vouchers for the winners. The cookbook continues to be used across Share as a practical resource that promotes healthy eating, independence and confidence in the kitchen.



Cooking up confidence with students and their parents and carers

To support healthy eating and independent living beyond the classroom, we hosted an evening family cooking event where students and their parents and carers prepared a meal together under the guidance of our catering tutor. The session provided a fun, informal opportunity to learn practical cooking skills, build confidence and strengthen support for cooking at home.

Student Daniela and her mum, Delia, signed up and both said they learnt more than they expected. ‘I will do more cooking at home now because I have seen that it’s easier if I stay calm,’ Daniela said, ‘I felt safer with my mother and I plan to cook more with her.’

Delia agreed, ‘I loved the cooking class. It’s useful to cook together because we help each other and learn from each other. It has motivated me to do more things with Daniela.’

Practising skills at home

Our Independent Living Skills students made their own cleaning spray using baking soda, vinegar, and essential oils. The activity was a great sensory experience, but more importantly, it gave students the chance to learn and practise a skill they could use in their everyday lives. The group really engaged with the activity with many students proudly sharing their experiences about what they’d cleaned at home with the new spray.







Out and About: taking steps towards independence

Building confidence in the community starts with small steps. For our Thursday Out and About group, that meant beginning with short walks around Clapham Common, practising road safety skills such as looking both ways, waiting for the green man, and staying together.

When they were ready, the group began catching the bus to places further afield, repeating familiar journeys each week until they became more confident. Now they travel by bus, tube and train to explore museums, culture trails, roof gardens and landmarks across the capital.

Planning has become part of the adventure. Before going out, students plan their route and think about where they can go for lunch, what to do if it rains, or where they can cool down on a hot day. Amin checks directions on his phone and Mansoor confidently uses Google Maps to help the group find their way.

Students also look out for each other. A positive change has been hearing them remind one another to stay safe, saying things like, 'Stay with the group' or 'Stand behind the yellow line' while waiting for the tube. When a new student recently joined, it was the group who offered friendly guidance and reminders, rather than the tutor giving all the instructions.

Not everyone in the Out and About programme communicates verbally, but that hasn't stopped them learning together. Over time they've developed a real bond, supporting each other, and growing in confidence with every trip.

The group has also built independence through practical routines when planning for the day: at the start of trips, students often stop at ASDA to buy a meal deal for lunch, choosing their sandwiches, snacks and drinks before using the self-service checkouts together.

Progress can also be seen in small but important moments. Tevin used to leave the door unlocked when using a public toilet, something that could leave him vulnerable. With patient support from staff and plenty of practice, locking the door has now become second nature. He does it automatically without needing any reminders.

What started with crossing roads on Clapham Common has grown into the group confidently exploring London. But it's more than learning how to get from A to B. By learning to plan trips, travel safely, and support one another, our Thursday Out and About students have developed the confidence and problem-solving skills to make their own choices and explore new opportunities, opening the door to greater independence.

Employability and training – moving towards qualifications or a job

Our aim is to empower our students to develop the skills, confidence, and experience needed to move closer to employment. Our courses build essential workplace and everyday skills, including literacy, numeracy and digital skills, alongside practical vocational training in catering and horticulture. Through our social enterprises, Share Garden Centre and Share Community Café, students gain valuable, supported work experience.

In 2025-2026 we partnered with Status Employment to provide individual job coaching for work-ready students. We also teamed up with inclusive employers, including Work at Wimbledon, Jimmy Garcia Catering, Bridge Creative and Morden Hall Park, to connect students with paid work, work experience, and volunteering.

Employment provides purpose, independence, confidence, and belonging. Gaining experience in supportive, inclusive environments allows our students to expand their choices, build vital skills, and unlock new opportunities.

> "My brother is able to take part in activities that he might not have had access to in a safe and controlled environment."
>
> **Family member**

> "[The best thing about Share is]... learning new skills everyday."
>
> **Student**

We delivered 1078 sessions to 111 students across: Catering, Community Café, Digital Skills, Horticulture, Maths and English, Steps into Employment

Our student survey found that because of coming to Share:

71%
of students said they feel ready to get a job.

71%
of students said they can think for themselves.

79%
of students said they can work well with others.

Working at the Wimbledon Championships



Five students from our Steps into Employment programme secured paid roles at the Wimbledon Championships in 2025 through the Wimbledon Foundation's 'Work at Wimbledon' initiative. Following interview preparation and training, students gained valuable experience in customer service and retail, developing employability skills in a fast-paced environment. Shammah was particularly appreciative of the support he received from colleagues, 'They took time to know me. They're really nice...they were supportive. They helped me learn how to do things.' The success of the placements has led to further opportunities, with students securing roles again for the following year.

Catering work experience with Jimmy Garcia Catering

Paula and Zain, students from our Community Café programme, completed a four-day work experience placement with Jimmy Garcia Catering, working alongside professional chefs in a commercial kitchen. The placement helped them to develop practical catering skills, understand the pace and standards of the hospitality industry, and build confidence in a professional workplace, supporting their progression towards future employment. Zain said, 'I really enjoyed it. The food was great and the staff were nice. I liked doing different things and would love to come back one day.'



New employability scholarship

We were delighted to launch a new scholarship programme in partnership with The CiaO Foundation, providing three students with an additional day of training each week for up to three years. Anna-Marie studied Digital Skills whilst Idriss and Farraz took part in Catering. Funded by The CiaO Foundation and its partners: Almacantar, London Metric and Act 111 LLP, the scholarships enabled students to further develop their employability skills and helped them build confidence, independence, and work readiness.

Joe's journey into employment



When I first started at Share, I wanted to learn new things, you know, like customer service, and I was interested in getting a job.

I do Steps [Steps into Employment] on a Wednesday at Share in Vauxhall. I've also been learning things like making coffees at the Share Community Café.

Doing Steps helps me to learn the facts about getting a job, making money, getting to work on time, plan your route and stuff.

I've been applying for various jobs, but unfortunately they all just ended up unsuccessful. Sometimes I feel like it's a real problem, I get rejected. Sometimes I need a bit of support. I worked with some job coaches, Status Employment. Basically, they've been trying to help me look for jobs and apply to them.

I started going to Wimbledon for an interview, and then I found out I got offered the job for Guest Services. The best thing that I enjoy is greeting customers, saying, 'Hi, can I see your ticket?' or, 'Enjoy the tennis!'

Doing work at Wimbledon was the best thing for me, especially being invited back. Guest Services has meant so much to me, greeting customers on the gate when they're entering the grounds or watching the tennis.

I worked with a lot of people, including Florence, who called me the best scanner in the world!

On my last shift I didn't actually need a support worker. After, we had a meal at Honest Burger with my Gate 12 team. If I do get invited back to Wimbledon again, I would be so happy.

I also got offered a job at Bridge Creative, which was a big thing. I worked at the Swim Serpentine as part of a work trial, greeting swimmers to say well done and stuff like that.

Having a job is so important...but you have to basically start off kind of small. Yeah, I have autism, as well as ADHD. You have to have a structure to increase your talents and maybe increase your CV...in my case, updating it each time I do a job.

Applying for various jobs is the hardest part. I'm thinking about looking for something more regular. Maybe somewhere like a cinema, looking for inclusive employers, speaking to other people.

Coming to Share has been such a privilege for me because it helps me to live my life more easily by meeting new people, meeting new friends around the community, and learning new things to get a job. I would like to say a massive thank you to Alice and Phoebe and Hannah, who have been so helpful to me, especially when I come here on a Wednesday. It's been great!

> **"I wanted to learn new things and get a job.**

Social inclusion

Many of our students tell us that making friends, feeling connected, and choosing how to spend their time are among the most important outcomes they want to achieve.

We run two projects designed to help students build relationships, grow in confidence, and have greater choice, control, and independence. Both support them to take part in social and community life beyond Share and develop a greater sense of belonging in their communities.

Befriending

Our Befriending project carefully matches students with trained volunteer befrienders, who meet regularly to enjoy activities that are chosen by students, such as going for a walk, having a coffee, shopping, or taking part in sport.

The project nearly doubled in size during the year, partly due to an increase in the number of volunteers, but also due to improvements in our referral and matching process, enabling students to be connected with volunteers more quickly.





317 befriending meetups took place, up from **126** the previous year, with **27** active befriending pairs, supporting students to develop friendships, confidence and stronger connections within their local communities.

Go Anywhere, Do Anything

Supported by volunteer social buddies, our Go Anywhere, Do Anything programme gives students the opportunity to enjoy a range of group social activities and community outings. During the year, students took part in 35 trips, from meals out and cinema visits to larger excursions including Brighton, the Mighty Hoopla music festival and Chessington World of Adventures.

91 students took part, supported by **47** volunteers.

Demand for the programme exceeded capacity during 2025–2026, with provision meeting only around 20% of student demand. We have since secured more funding to expand our social inclusion work and appointed a Volunteering and Social Inclusion Project Officer to recruit more volunteers and increase the number of available trips.

While the additional funding will help us reach more students, demand remains high. Continued funding is essential to sustain and expand the programme by covering the costs of running trips and recruiting more volunteers, so more students can connect with others and enjoy new experiences in their communities.





Rachael: ‘I’d rather be out’

Rachael is a kind and friendly person who loves chatting with friends at Share. But her weekends could often feel quite quiet. She told us, ‘I’m normally in my room, playing video games online. I don’t get out.’



When we asked if this was how she wanted to spend her weekends, she said, ‘I like playing games, but I’d rather be out.’

For many people, weekends are a chance to catch up with friends, try something new, or go out and explore the world around them. For Rachael, having the right support to make those opportunities happen hasn’t always been easy. She lives with her mum and brother, and because her mum has her own support needs, there aren’t always opportunities for Rachael to get out as much as she’d like.

Go Anywhere, Do Anything was created to help students like Rachael try new experiences and enjoy a social life, something that many people take for granted. She told us that going on a trip, ‘makes me feel happy and excited. Especially trips where you get to go on a train!’

Recently Rachael visited the Cat-titude cat café where four students and four volunteers spent a couple of hours together meeting the resident felines. Rachael loved every moment: ‘I liked seeing the cats, they were sitting down and relaxing. Some of them were walking around. The biggest one looked like a tiger. One of them was orange and white, another one black, another one grey. There were eight in total. I stroked them and they were soft.’

But the trip was about more than visiting a café. It was about being part of a group, feeling safe, and having the confidence to spend time with new people. Talking about the volunteers who supported the trip, Rachael said, ‘They made me feel happy and safe. They were lovely. They treated me nicely. I didn’t need too much help on the day, but they were friendly people to spend the day with.’

Even though she hadn’t known the other students well before the trip, it helped her build confidence to start new friendships, ‘I didn’t know them well, but next time I see them I’ll say hello.’

The trip also made Rachael think about what she might like to do in the future, she said, ‘I’d love to go back to the cat café with friends or family.’ And when we asked if she could make her own way there, she said, ‘Maybe!’

Sometimes, a day out is about much more than the activity itself. Rachael’s experience shows it can be the first step towards new friendships, greater independence, and a fuller social life.

Our volunteers

Volunteers are central to everything we do, enabling us to deliver high-quality programmes, provide more personalised support to students, and create opportunities that would not otherwise be possible.

More than half supported our social inclusion projects as social buddies and befrienders, helping students build friendships, confidence and independence through regular social activities in their local communities.

Classroom volunteers continued to play a vital role across our courses, working alongside tutors to provide added support and helping students engage more fully in class. Their regular attendance allows them to build strong relationships with students and make a meaningful contribution to their progress.

We also welcomed corporate volunteer groups through nine volunteering days, supporting gardening, catering and creative activities. Two organisations delivered bespoke experiences, including a sports day and a creative workshop at their offices, giving students opportunities to take part in activities beyond Share.

The exceptional growth in our volunteer programme, alongside more funding, enabled us to expand both our Befriending and Go Anywhere, Do Anything projects, increasing the number of social opportunities available to students.

Our volunteer community grew by 27.5%, from 80 to 102 volunteers.

We’re committed to providing an excellent volunteer experience. Alongside a comprehensive induction, volunteers received ongoing training in areas including Mental Health First Aid, Makaton, supporting behaviour that challenges and enhanced safeguarding. We also retained our Investing in Volunteers accreditation, demonstrating our commitment to best practice in volunteer management.

The strength of our volunteer programme is reflected in the feedback we receive, with 100% of volunteers saying they would recommend volunteering at Share to others.

6,979 hours donated over the year.

If we had paid support workers with a wage of £13.85 per hour, it would cost us £96,659 in salary alone.



Measuring progression

We use person-centred tools to support students to identify goals, recognise achievements and measure progress. The Student Star, based on the Outcomes Star, an established outcomes framework used across health, social care and education, helps us understand students' aspirations and development over time. We also create 'I can' Statements which provide accessible learning goals that enable students to track their achievements and celebrate their progress.



The Student Star

The Student Star measures progress across five stages of change, reflecting how individuals develop greater confidence, independence and control over their lives.

The journey of change

1–2: It's not working (red stage)
Students may not be ready to engage with support.

3–4: Accepting support (orange stage)
Students accept support that recognises their needs although challenges may remain. They may be open to talking about what isn't working.

5–6: Stable (yellow stage)
Students can manage and participate within a supported setting, although their choices, independence or autonomy may still be limited.

7–8: Learning for yourself (green stage)
Students are becoming more independent, relying less on others and developing the confidence to pursue their own interests.

9–10: Choice and self-reliance (blue stage)
Students have the skills, understanding and confidence to make choices and live independently.

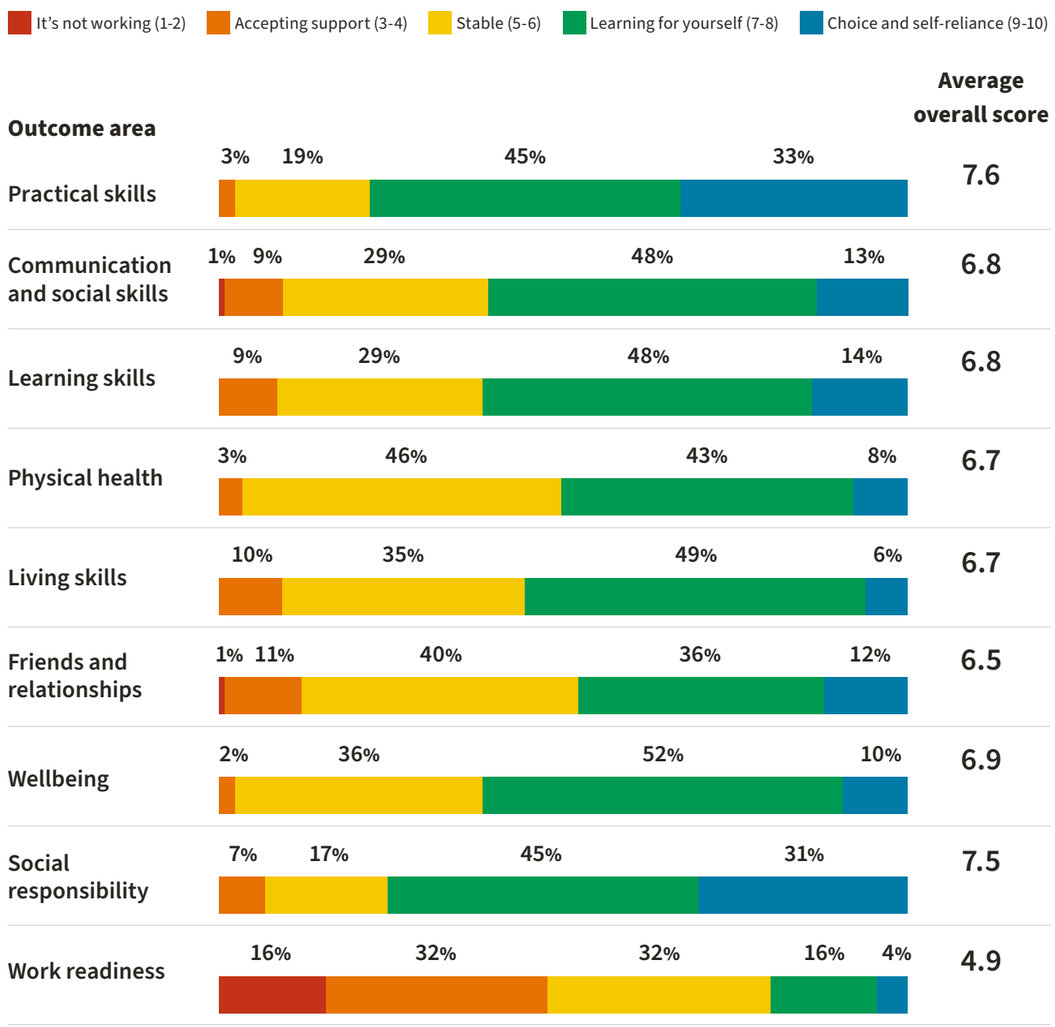
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Our students' outcomes in 2025-26

Progress is measured across nine key outcome areas, helping students gain the skills they need for further learning and independence.

The following graph shows the distribution of students' outcomes scores across the five stages of change, alongside the average score for each outcome area.

Our goal is for all students to be at least at the stable (5-6) stage.



Eight out of nine outcome areas are, on average, at the stable stage and above

Practical skills and social responsibility have the highest average scores, both sitting within the ‘learning for yourself’ stage. The other areas are within the ‘stable’ stage, except for work readiness, which has an average score still within ‘accepting support’.

This gives us a clear picture of where students are currently achieving the greatest levels of wellbeing, confidence, and independence, while highlighting areas where further support may be needed.

Understanding work readiness scores

Work readiness has the lowest average score, and nearly half of students are scoring below the ‘stable’ stage. This needs to be understood in the context of individual goals and aspirations: employment is not a goal for all students, and a lower score does not necessarily indicate a negative outcome. For some students, the score reflects their current circumstances, priorities and choices about whether or when to pursue employment.

However, students on our employability and training courses score an average of six for work readiness (see the next section on ‘Student outcomes by programme pathway’). We have seen strong progress for students who do want to move towards employment. Programmes including our Community Café, Horticulture and Steps into Employment courses, alongside supported work placements and partnerships with organisations including Status Employment, Work at Wimbledon, Bridge Creative, and local catering businesses, have given students opportunities to develop practical skills, confidence, and understanding of the workplace.

Strengthening our programmes in response to the data

We will continue to work with students who are not yet at the ‘stable’ stage, adapting our programmes and providing more support where needed.

12% of students currently score below ‘stable’ for friends and relationships. This highlights the importance of our social inclusion projects, such as befriending, Go Anywhere, Do Anything, and our buddyship programme. We’ve increased our capacity to deliver these programmes and will continue to identify students who could benefit from them.

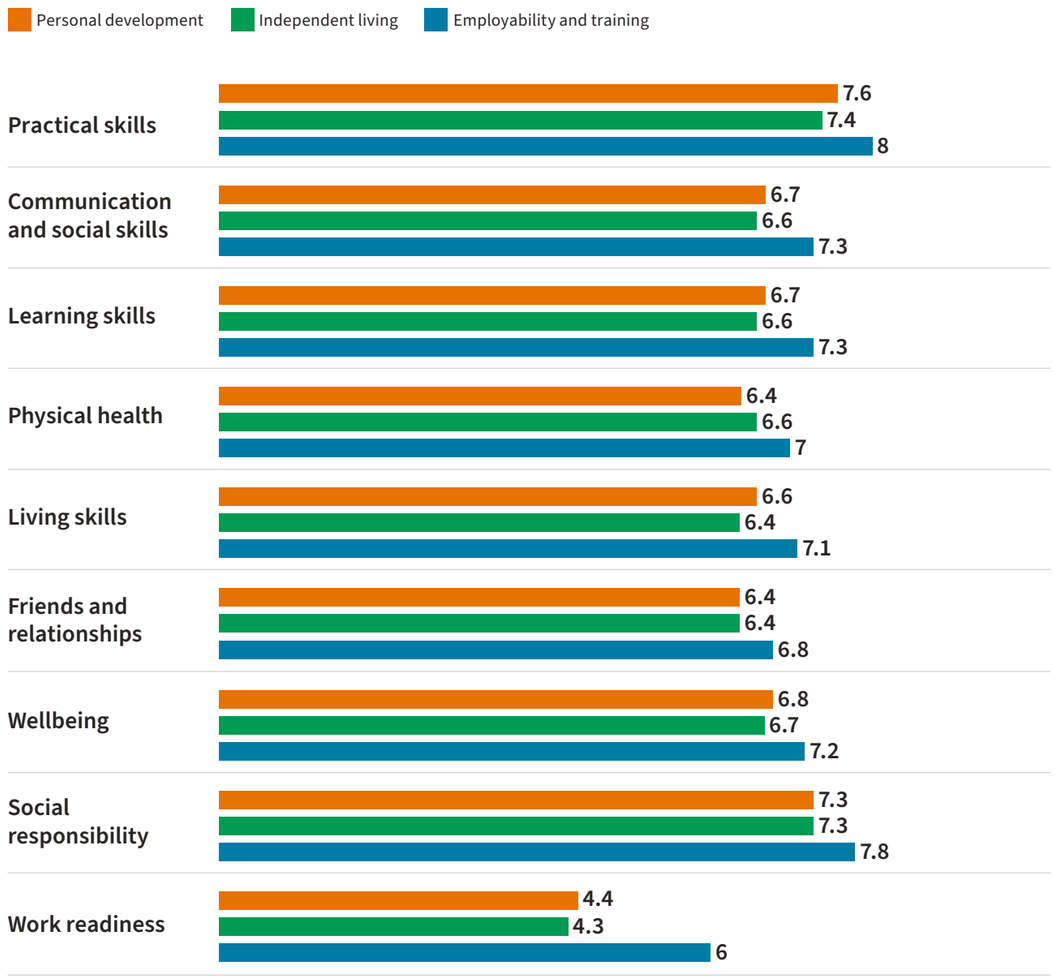
During the year, we introduced Jazz Club to our freetime activities, which has become hugely popular with students, providing a relaxed and enjoyable space to socialise, build communication skills and support emotional wellbeing.

We’re also strengthening our wellbeing offer through groups including Student Voice, Women’s Space and Autism Group. These provide opportunities for students to explore communication, relationships, and social connection in relaxed, safe, and supportive spaces. We expect this work to support progress across friends and relationships, communication and social skills, and wellbeing.

We’ve introduced new courses in Citizenship and Drama. Citizenship was developed in response to an increasing number of students joining Share aged 18–30 who are moving on from college, providing a course focused on planning their next steps while developing skills for employment, independent living, friendships and wellbeing. Drama provides a creative space to build confidence and explore storytelling, improvisation and performance. We’re also planning a new Music Production course to develop creative, technical, and social skills.

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Student outcomes by programme pathway



Students on personal development and independent living courses have broadly similar average scores across the nine outcome areas.

Students on employability and training courses have higher average scores across all nine areas, reaching the ‘learning for yourself’ stage in seven of the nine. Their average work readiness score is also within the ‘stable’ stage, compared with ‘accepting support’ for the other two pathways.

This pattern reflects both the focus of these programmes and the fact that many students may already have developed a solid foundation of skills and independence as they work towards employment. Students can further develop independence, confidence, and practical skills through activities such as our catering and horticulture social enterprises and Steps into Employment. They can also develop their understanding of workplace expectations, job application processes, and teamwork, putting these skills into practice through volunteering, supported work placements, and employment.

Distance travelled: students' progress over time

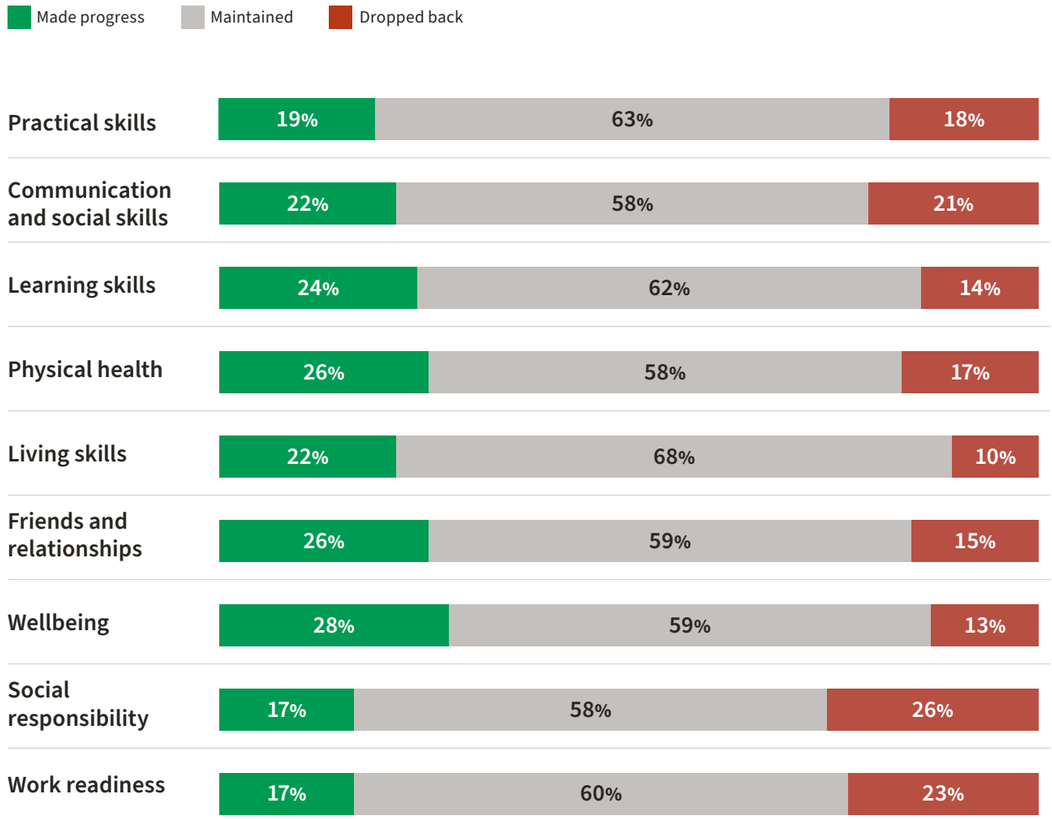
To understand whether students are making progress over time, we also compared consecutive Student Stars. This analysis includes students who completed Stars in two consecutive reporting periods, allowing us to see whether their scores increased, stayed the same or decreased across each outcome area.

Across the nine outcome areas, **22% of scores increased, 60% were maintained and 17% decreased** between consecutive Stars.

The majority of scores were therefore maintained rather than showing a decrease which is a highly positive outcome. For people with a learning disability, progress is rarely linear. Holding a score steady shows that a student has mastered a skill, achieved stability, and consolidated their learning.

The slower rate of change in social responsibility and work readiness may partly reflect strong progress seen in previous years following the introduction of initiatives such as our Community Café and community meals project. These initiatives contributed to an earlier increase in scores, so the more recent results may reflect a slower rate of change following this initial improvement.

How much progress students are making in each area



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Work readiness remains a complex area, with individual aspirations and circumstances influencing whether students wish to pursue employment. While a smaller group of students have made significant progress towards employment, we'll continue to work with all students who are interested in this pathway, alongside our employment partners, to develop the skills and confidence they need for their next steps.

What this means for our students

This year's data gives us evidence of strong and sustained outcomes, alongside clear priorities for the year ahead: maintaining the progress students have made, increasing opportunities for social connection, and supporting those who are interested in employment.

We'll continue to use Student Star data alongside students' own goals and feedback to shape our programmes and strengthen the opportunities available to them. This will help students build the confidence and skills to make their own choices, pursue their goals, and take greater control over their lives.

Limitations of Student Star data

While Student Star scores provide valuable data on student progress, they measure outcomes within a broader context. A student's development is influenced by a network of external factors, including support from families, carers, other services, and healthcare providers, as well as their experiences and circumstances outside Share. The Student Star results included in this report relate to 115 students who attended Share for at least three days each week. We have used this minimum attendance threshold to provide a reasonable basis for considering changes in students' outcomes alongside their participation in Share's programmes.

'I can' statements

We also use 'I can' statements which are clear, student-friendly learning goals that break down skills into achievable steps. We develop these together with our students to empower them to feel a sense of ownership and see their progression as they're learning various skills.

Practical programmes with real-world focus saw the highest achievement rates:

89.7%
of Catering students can use tools and equipment safely and independently.

89.5%
of Community Café students can maintain health and safety in a kitchen environment.

77.8%
of Sports students can follow the coach's instructions.

Across our programmes, students worked towards a total of **358** unique skills, achieving on average an impressive **72%** of the 'I cans' they were working towards.

Evolving how we measure progress

While ‘I can’ statements are great for capturing practical, task-based skills (for example, using kitchen equipment safely), they have natural limitations: they easily measure a skill like mixing paint but miss deeper development like self-expression or artistic choices.

And in terms of capturing ongoing wellbeing: changes in mental health, confidence, or physical wellbeing are long-term journeys, not ‘yes/no’ tasks.

To ensure no achievement goes unrecognised, we balance ‘I can’ statements with our Student Star framework. This allows us to track what students can do, and how their confidence, creativity, and independence grow over time.



Celebrating our students’ progress at our annual Awards Day

In March 2026, we celebrated the achievements of all our students at our annual Awards Day, welcoming students, their families and carers, partners, supporters and other guests. Students were presented with certificates by the Mayor of Wandsworth and Marsha de Cordova MP, recognising their progress and accomplishments throughout the year.

The event also gave an opportunity for students to showcase their talents through a fashion show featuring hats they had designed and created, a comedy performance by our Drama group, and an inspiring dance interpretation.





Shane: ‘I like to learn about things’

When Shane talks about his experiences in our Digital Skills class, he doesn’t start by talking about computers, he talks about discovering new things. He told us, ‘I like doing ICT... learning activities and skills like looking at different information about London.’



He’s talking about ‘community connections’, something our Digital Skills tutor introduced where the class explores a different real-world theme each week. From Wimbledon and World Ocean Day to Bastille Day and International Lego Day, students are encouraged to use digital skills to explore current events, cultural celebrations, and topics happening beyond the classroom. For Bastille Day this might be finding a local park on google maps to have a French themed picnic or looking up how much Brie costs in Sainsburys. It’s a way to have a connection locally to the things they’re talking about in class.

The themed sessions have really resonated with Shane, particularly when they connect with his own interests. It’s made learning more meaningful for him. One week when Lego was the theme, the class learnt how computers are used to design Lego sets, and Shane was fascinated. Engaging with something he’s interested in and how digital skills play a role has encouraged him to ask questions, share ideas, and become more comfortable with learning. He told us, ‘I like to learn about things...I love learning about Lego... so many of them in the Lego shop! I like the Lego film, it’s quite funny, sometimes I play the video game too.’

Shane’s tutor has seen his enthusiasm for learning grow over time. He’s much more willing to give things a go, is more confident, and eager to explore new topics. That progress was recognised when he received a special Digital Skills commendation at our annual awards day.

Shane’s growing confidence is helping him use digital skills beyond the classroom to explore subjects that interest him and gain a deeper understanding of the world around him. As his curiosity grows, so too does his independence, showing how meaningful learning can open up new opportunities for the future.

> **“I like doing ICT... learning activities and skills like looking at different information about London.**

Challenges



Supporting students into employment

Despite success for a small number of students, this continues to be a challenging area. Barriers include concerns about the impact of paid work on welfare benefits, varying expectations among parents and carers, a shortage of suitable entry-level employment opportunities, and limited employer engagement. We continue to work closely with partners and employers to create more pathways into employment and support students to achieve their goals.



A challenging funding environment

Competition for grants from trusts and foundations continued to increase as local authority budgets remained under pressure, operating costs rose, and more charities competed for a limited pool of funding. This has made securing grant funding to develop and enhance our services increasingly difficult.



Improving referrals and enrolment

We also experienced lower than expected student referrals and longer waiting times between referral and enrolment. In response, we recruited a new Enrolment Coordinator and reviewed our onboarding process to improve communication, reduce delays, and support prospective students more effectively. These changes have already led to improvements in enrolment.



Building and retaining staff

Recruiting and retaining sufficient staff across our four sites, particularly during busy holiday periods, was a challenge. During the year, we welcomed several talented new colleagues and continued to strengthen our bank staff team, helping to ensure we maintain high-quality support and service delivery across all locations.

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Plans for the future

We'll focus on strengthening the quality and impact of what we do while laying the foundations for our longer-term development. Our ambition is not simply to increase the number of people we support, but to deepen the difference Share makes in students' lives and create stronger opportunities for progression, independence, wellbeing, and inclusion.

Deepening quality and impact

We'll embed our Quality and Impact Framework across Share, bringing together the outcome information we already collect and strengthening how we measure, monitor and learn from it. We'll use what we learn from students, Outcomes Star, 'I can' outcomes and other feedback and evidence to understand what makes the biggest difference and keep improving what we do.

Creating clearer pathways and opportunities

We'll strengthen links with commissioners, colleges, London boroughs and referral organisations to create clearer routes into the right support and smoother transitions from education and other services. Working with students, families, employers and community organisations, we'll also develop more opportunities to progress into volunteering, work experience, employment, independent living, community participation, and further learning.

Developing our future learning spaces

We'll continue planning for the future of our learning spaces, developing the Share Garden Theory of Change to guide our approach to learning, wellbeing, skills, and community participation, while progressing the feasibility, funding, and planning work for the proposed site development. In Brixton, we'll explore a long-term lease at We Are 336 and develop the business case for a more permanent, accessible learning hub, assessing the investment, funding opportunities and long-term sustainability.

Supporting wellbeing, independence and learning beyond Share

We'll build on our befriending and social activities to create more opportunities for students to build friendships, confidence and independence, and take part in community life. We'll also work more closely with families and carers and develop links with organisations providing specialist advice and support, so that learning and skills developed at Share can make a difference at home and in the wider community.

Building a stronger, more sustainable Share

We'll work with commissioners to secure funding that reflects the true cost of high-quality support, while growing income from trusts and foundations, corporate partners and other fundraising. Alongside this, we'll continue strengthening our leadership, safeguarding, quality, people, digital systems, health and safety, and the other foundations needed to sustain and develop Share.

Thank you to our funders and supporters

The Albert Gubay Charitable Foundation

The Benevolent Fund of the Worshipful Company of Bakers

The CiaO Foundation

The Cicely Northcote Trust

The D'Oyly Carte Charitable Trust

Eaton House The Manor Prep School

Electrical Safety First

The Fishmongers' Company

Garfield Weston Foundation

The Grail Community

Groundwork London

Hollyhock Charitable Foundation

JMW Solicitors

The Julia Rausing Trust

LCP Foundation

Legal and General

London Borough of Wandsworth

The Mercers' Charitable Foundation

The National Lottery Community Fund (Awards for All)

The Percy Bilton Charity

The Santander Foundation

Sport England

South West London Integrated Care Board

The Tobacco Pipe Makers & Tobacco Trade Benevolent Fund

Wandsworth Care Alliance

Wandsworth GP Federation

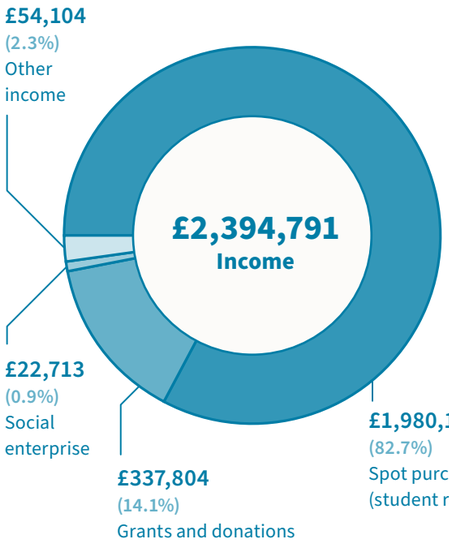
The Wimbledon Foundation

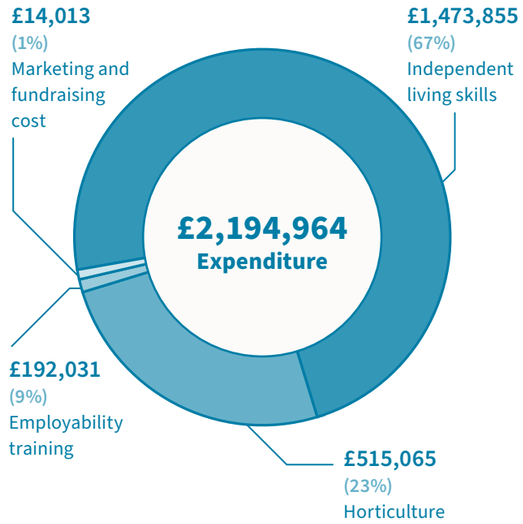
And thank you to those who have made regular and one-off donations or have supported us in any other way!

Financial review 2025-2026

The Charity reported total income of £2,394,791 for the year ended 31 March 2026 (2025: £2,290,762), an increase of £104,029 (4.5%). Total expenditure reduced to £2,194,964 (2025: £2,334,787), primarily due to lower indirect staff costs, the timing of recruitment to vacant posts and careful management of discretionary expenditure. As a result, the Charity generated an overall surplus of £199,827, compared with a deficit of £44,024 in the previous year. The surplus comprised an unrestricted surplus of £206,797 and a restricted deficit of £6,970 (2025: unrestricted deficit of £50,994 and restricted surplus of £6,970).

At 31 March 2026, the Charity held unrestricted funds of £1,655,172 (2025: £1,448,375). Of these funds, £1,048,416 is tied up in fixed assets (inclusive of the loan and mortgage secured against the Altenburg Gardens building). The remaining unrestricted funds provide working capital and reserves to support the Charity's ongoing operations, manage financial risks and invest in future service development.





Financial performance during the last five years

Time Period	Income	Expenditure	Surplus/(deficit)
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
2024-2025	£2,290,762	£2,334,786	(£44,024)
2025-2026	**£2,394,791**	**£2,194,964**	**£199,827**

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