Share
Learning • Living • Wellbeing







Impact Report
2024-2025

Contents

Welcome from our Chair and Chief Executive 3

Who we are 4

Why we exist 5

What we do 6

Key achievements 9

Our students' progress 11

- Personal development 13
- Independent living skills 19
- Employability and training 24

Volunteer impact 28

The future 32

Thank you to our supporters 33

Financial review 34

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Welcome from our Chair and Chief Executive

We hope you enjoy reading our Impact Report for the 2024/25 financial year.

This year we have made major strides forward for both the long-term health of the charity, and in supporting and empowering students to achieve their goals.

In January 2025, we moved out of the Springfield Hospital basement from which we'd been running our horticulture programme for 30 years, and into temporary accommodation just over our garden wall. Whilst this is still just one step in a longer journey to move into a new building as part of the overall development of the Springfield site, it is a significant one. It finally means we have a site that all our students can access, with distinct classroom, workshop and sensory spaces that can cater for a wide range of support needs. We've appreciated the benefits that our garden environment has on our students for years, and now we can accommodate more students, and expand the range of programmes we can deliver there.

This year we've also seen all the hard work our students and staff put into our employment-related programmes at our café in Vauxhall and our training centre in Clapham Junction bear fruit. The café has provided a safe, welcoming and accessible environment for students to develop their communication, customer service and catering skills as they interact with members of the public. Those experiences have been complemented by a host of different classes that support students to build the skills they need to enter the workplace – from travelling around London to being safe online. We were delighted to see several students successfully enrol in work placements and interview for jobs at the Wimbledon Tennis Championships, and we look forward to them growing in number in coming years.

At Brixton, our Home Cooking Skills students have started replicating the recipes they make in class at home – and bringing in their creations to prove it – and our hearts were warmed by our Art students partnering with the Royal Academy of Dance to create and perform their own show. Personal development courses continue to be our most popular, and providing students with stages to express themselves and have their voices heard is amongst the most important work we do.

This year, we've seen huge growth in the number of volunteers who work with our students – both at Share's sites and at evenings and weekends in the community. They have enabled us to provide more opportunities for our students to enjoy what London has to offer on their own terms, and have supported our fabulous staff to provide fun, person-centred and engaging programmes across all our sites. We are also very fortunate to have a group of caring families, engaged trustees and generous donors to support our incredible students. Thank you.



Dr Robert Arnott
Chair of Trustees



Abi Carter
Chief Executive

Who we are

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

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

Our values

Our values guide everything we do and shape how we treat each other, our students, and our wider community. We commit to:

1. Be **respectful** to each other at all times – we aim to treat each other as we'd wish to be treated ourselves, and we're always mindful of the fact all our students are adults and should be treated as such;

2. Be **inclusive** – we celebrate the diversity of cultures, abilities and personalities at Share and we ensure that the time and care is taken to understand and cater for individuals' needs and preferences;

3. Be **supportive** of each other – we help each other out, give people the tools they need to succeed, and empower people to make choices;

4. Be **kind** – we look out for and after each other, and we put our students' and staff's wellbeing at the forefront of our delivery;

5. Act with **integrity** – when we say we're going to do something, we do it, and we have high ethical and professional standards and take responsibility for our actions;

6. Be **ambitious** – for what our students can achieve, for the development of our staff and for the changes we aim to make in society.



Why we exist

People with a learning disability and autistic people continue to face inequalities in health, employment, and access to public services. Misconceptions and lack of understanding in wider society create additional barriers, often leading to stigma, exclusion, and discrimination.

Health inequalities

The *LeDeR: Learning from Lives and Deaths: People with a Learning Disability and Autistic People* report, published in November 2023, shows that people with a learning disability die on average 19.5 years younger than people without a learning disability. The report also shows that 39% of deaths of people with a learning disability were avoidable, compared with 22% of people without a learning disability. Avoidable deaths are defined as those that could have been prevented if reasonable and feasible actions had been taken. These were mainly from cardiovascular conditions, respiratory infections, and cancer.

Ethnicity is strongly associated with age at death: according to the *2023 NHS Race and Health Observatory Report*, people with a learning disability from ethnic minority groups have an average age of death of 34 years, compared with 62 years for those from white ethnic groups.

Mental health challenges

Evidence suggests that people with a learning disability and autistic people experience higher rates of common mental health problems such as depression and anxiety. A 2022 Mencap survey showed that nearly a third (32%) of people with a learning disability were struggling with mental health issues, including suffering from low mood and low self-esteem. And research by the National Autistic Society and mental health charity Mind in 2020, showed that almost two in three autistic adults have a clinical diagnosis of anxiety and 83% have experienced depression.

This can happen because of a mix of factors: facing more difficult life experiences, dealing with stigma and discrimination, and struggling to access the right support.

Low employment rates

Only 5% of adults with a learning disability known to their local authority in London (ONS) and only 30% of autistic adults *(Buckland Review of Autism Employment 2024)* are in paid work. This is compared to around 80% of non-disabled people. Yet research commissioned by Mencap has found that as many as 86% of people with a learning disability who are not currently in work, would like a job.

Loneliness

Isolation can lead to poor mental and physical health, lower confidence, and fewer opportunities to form friendships and social connections.

Research from Mencap has shown that people with a learning disability are seven times more likely to feel lonely than non-disabled people. A 2022 Mencap survey showed that 82% of families/carers said the person they care for felt lonely due to rarely being able to leave their home. And research by the National Autistic Society and Mind in 2020 found that eight times as many autistic people report feeling often or always lonely compared to non-autistic people.

What we do



We provide daily courses across four sites in south London, and students can attend for one or more days each week. We also offer volunteer-led extra activities at evenings and weekends that promote social inclusion, from group trips through our Go Anywhere, Do Anything project, to one-to-one connections through our befriending scheme.

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

All our programmes are aimed at:

Improving physical and mental **health and wellbeing**

Developing **independent living skills**

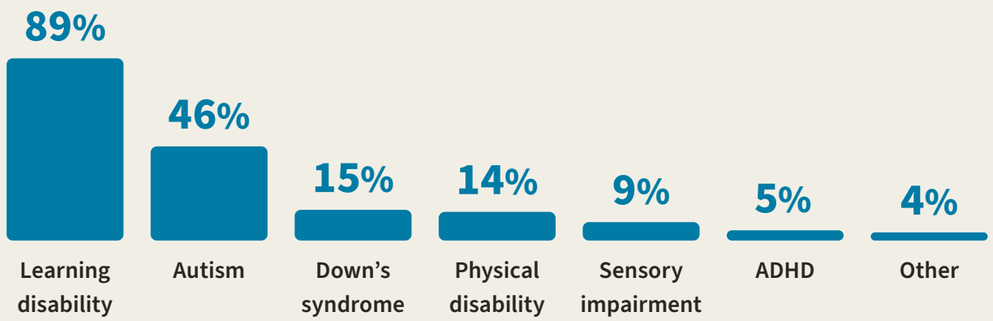
Ensuring our students can **participate in their communities**

Supporting our students into **voluntary and paid work**

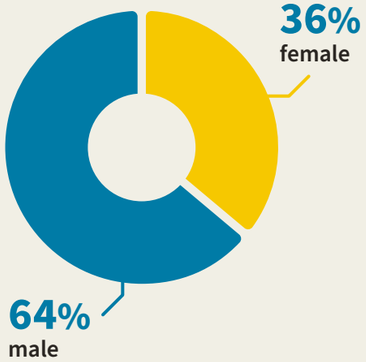
Our students

185 students took part in our programmes from March 2024 until the end of April 2025.

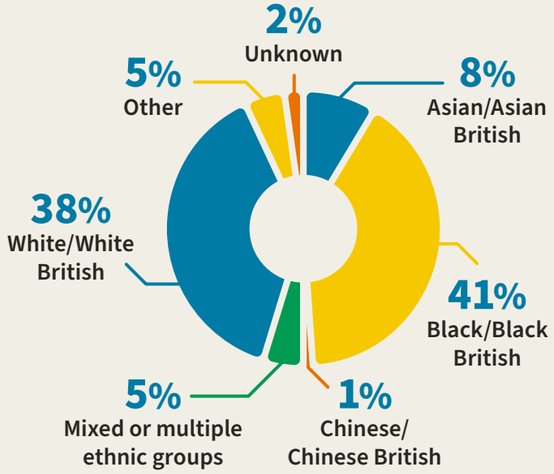
Student needs profile



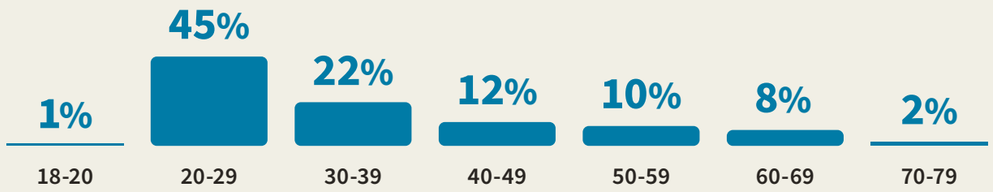
Students' gender



Students' ethnicity



Students' age



Our approach



We co-produce our services with our students, so that our programmes reflect their needs, interests, and aspirations.

Everything we do aims to create opportunities for our students to build confidence and develop new and existing skills. We work closely with them, and their support networks, to uncover strengths, explore interests, and support personal goals.

Our approach is built on:

Empowerment

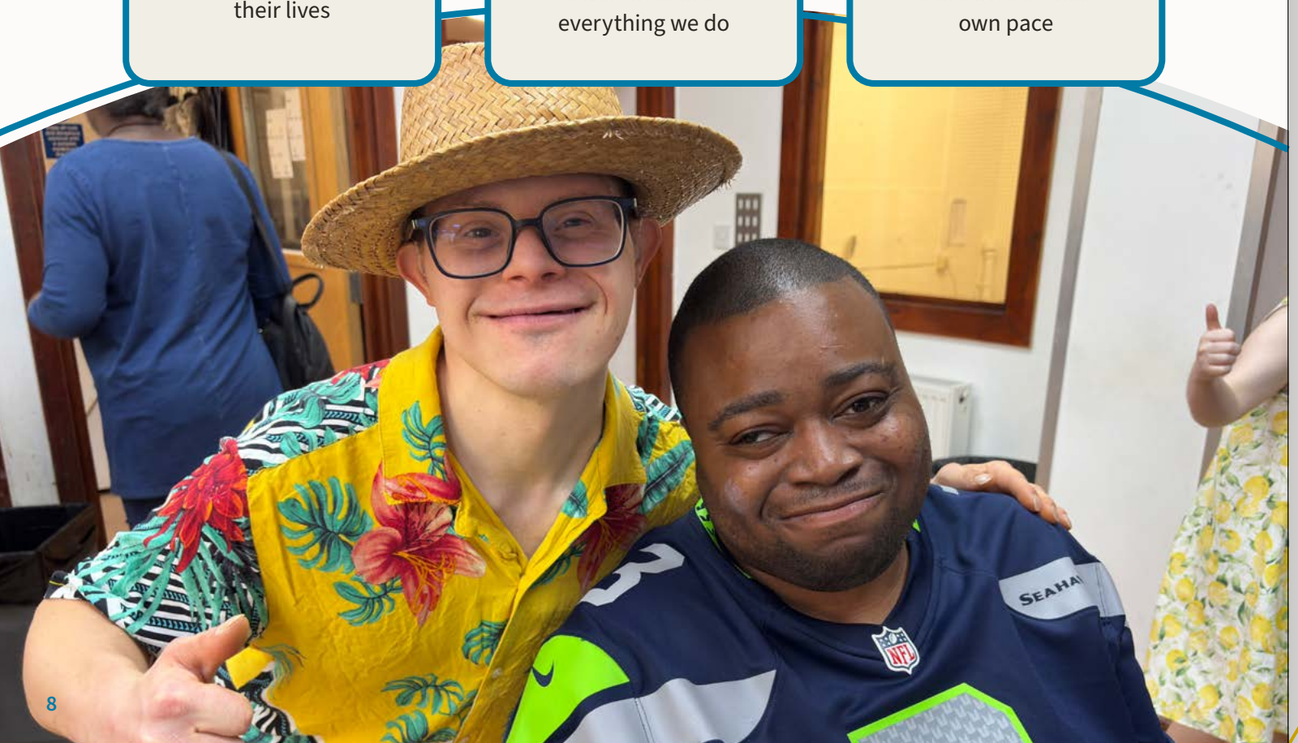
Encouraging independence and giving students choice and control over their lives

Health and wellbeing first

Embedding physical and mental health awareness into everything we do

Person-centred learning

Tailoring learning so that every individual can thrive at their own pace



Key achievements

New creative programmes

In response to high demand for our creative expression courses, last year we expanded our arts offer with the launch of a Textiles course. Sessions encourage students to design textile artwork inspired by their own lives and experiences, which promotes self-expression and helps build confidence. At the same time, students are building practical skills like sewing, while exploring sustainability and learning about textiles from around the world.

We also introduced a new performing arts club, offering a joyful space for singing, dancing, and even a little slapstick comedy. Led by students' own ideas and interests, these sessions are proving to be an empowering way to explore creativity, confidence, and fun.

To further support wellbeing, we launched Mindful Moments, a weekly drop-in mindfulness programme co-created with our students. Set in our immersive 4D learning space, it offers a calm, sensory environment for meditation and relaxation, giving students new tools to manage stress and nurture emotional wellbeing.



Successfully relocating Share Tooting

In January 2025, due to the redevelopment of the Springfield site, we moved into a new temporary building, right next door to our old space. This will be our home for the next few years while we work on creating a permanent new facility. The site gives us spacious classrooms, quiet rooms, and a workshop to use for a range of training and activities. Alongside our popular Horticulture programme, students now enjoy a wide range of classes including Art, Textiles, Maths and English, Health and Wellbeing, and our community programme, Out and About. We also continue to support those keen to build their employability skills through job coaching. Our gardening team remains busy, with students selling plants from our polytunnels to the public and partnering with new neighbours at Springfield Village to brighten the local café with planters.







Boosting employability through partnerships

This year saw real progress in one of the toughest areas in which to make progress because of the societal barriers which adults with a learning disability face: employment. Our new partnership with Status Employment helped students take big steps towards the workplace, including one student securing a paid retail job in a record shop and another landing a catering placement in a hotel. We also worked with the Wimbledon Foundation, and through their 'Work at Wimbledon' initiative, six students gained paid jobs at the Wimbledon Championships, an incredible achievement and confidence boost.

Read more about this in our section on employability on pages 24-27.

New scholarship expanding training opportunities

In late 2024 we launched a new scholarship programme in partnership with The CiaO Foundation to help students take an important step towards work and greater independence. With generous support from CiaO's partners Act 111, Almacantar, and London Metric, three students are now receiving an extra day of training each week for up to three years. This extra support enables them to further develop practical skills and confidence, helping them take meaningful steps towards sustainable employment.

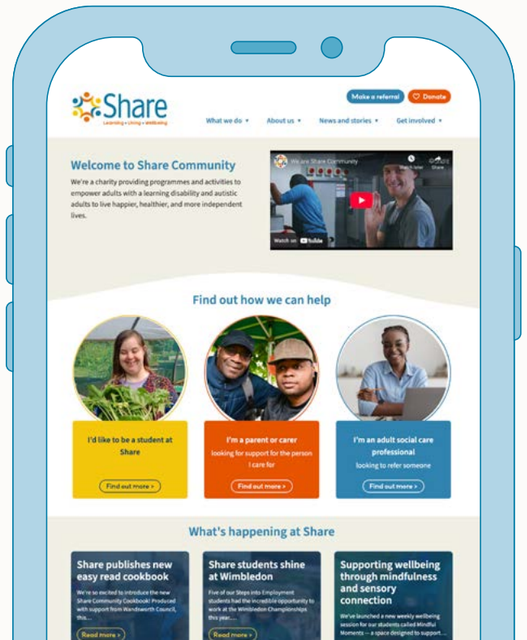


Growing our social enterprise café

The Share Community Café in Vauxhall has gone from strength to strength, now opening five days a week to serve coffee and food to the public. It offers students hands-on experience in customer service, catering, and hospitality, while helping them grow in confidence and communication skills. The café team also continued our community meals project, cooking and distributing free nutritious food for local people in need, and Share Catering branched out to provide food for external events, an exciting step forward for our social enterprise.

Launching a new website

We successfully relaunched our website to better showcase our work and make it easier for people to connect with us. The redesign was informed by feedback from students, parents and carers, and social workers who refer people to our services. The result is a cleaner, more accessible site that is simpler to navigate. We also improved online forms, making it quicker and easier for people to get in touch and refer new students.



Our students' progress

This year we carried out a thorough review of the two systems we use to measure students' progress. As part of this process, we did not undertake our usual Outcomes Star assessments, which have traditionally been our primary tool, and instead, we focused on refining and enhancing our 'I can' system, updating it to better capture both progress and the impact of our work.

This means we only have results from the 'I can' system to report this year, but our intention is to integrate both systems going forward. This combined approach will provide a more comprehensive and holistic picture of our students' development.



'I can' statements

'I can' statements are clear, student-friendly learning goals that break bigger skills down into achievable steps. Developed together with students and written in everyday language, these statements help students understand exactly what they're working towards. This gives them a sense of ownership and makes it easier to see their progress. Celebrating 'small wins' along the way builds confidence and motivation, helping students believe in themselves and 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 suit their needs.

A student is considered to have fully achieved an 'I can' once they can show the skill independently on two separate occasions.

To work out achievement rates, we look at:

- how many 'I cans' a student has demonstrated at least once, and
- how many of those they've then been able to show again independently.

For example, if a student demonstrated 10 skills once, and then demonstrated six of those once more, their achievement rate would be 60%.

A note on our data reporting periods

In late 2024 we decided to align our learning year with our financial year, meaning that from 2025, our six-monthly terms would start in April and October rather than January and July. Therefore, in analysing 'I cans' from the 2024/25 financial year, we looked at data collected between 1 January 2024 to 31 March 2025. 'I can' achievements are additive, so we needed to look at those achieved from January-March 2024 which contributed to those achieved from April 2024 onwards. Moving forward, 'I can' reporting will align with the financial year: 1 April until 31 March.



Our courses are grouped into three areas with each course having a set of ‘I can’s’ attributed to them:

Personal development

Courses to help students be happy and healthy

Independent living skills

Courses to help students do more things for themselves

Employability training

Courses and training that help students get qualifications and prepare for work

Overall, our students achieved **76%** of their ‘I can’ statements.

In the next section, we take an in-depth look at the results in each of the three areas.

Personal development

Being happy and healthy



At Share, our goal is to empower our students to take control of their health and emotional wellbeing. Public Health England reports that 37% of people with a learning disability are obese compared to 30.1% of people without a learning disability. And a survey by Sport England found that 43.1% of adults with a learning disability are inactive (less than 30 minutes of exercise each week) compared to the national average of 25.2%. These inequalities highlight just how important it is for our students to stay fit and healthy.

We embed health and wellbeing across all our programmes, while also running a dedicated Health and Wellbeing course. Our focus is on healthy eating, exercise, raising awareness about health conditions and screenings, and learning strategies to support both physical and emotional health. When students develop these skills, they are better able to enjoy daily life, build positive relationships, and feel more connected to their communities.

Impact

Students look after their physical health

Healthy lifestyle choices can have a profound impact on wellbeing by lowering the risk of chronic disease, helping to maintain a healthy weight, and improving mood. Understanding how to make these choices and why they matter is at the core of our health and wellbeing teaching, and we aim to reinforce this message across all of Share’s activities.

Our new Sports programme, introduced in July 2024, plays a central role in encouraging physical activity. With access to the extensive facilities at Share Vauxhall, including a gym, basketball court, and football pitch, students benefit from structured sessions that also build teamwork and communication skills.

90%

of our Health and Wellbeing students can now differentiate between healthy and unhealthy habits.

71.5%

of our Sports students can follow an exercise routine independently.



Inclusive sports day

In Autumn 2024, we held a sports day at Share Vauxhall. It was a fantastic, fun-filled event with basketball, football, hockey, and tennis, as well as parachute games, bean bag throwing, and hula hoop challenges. Students and staff joined in together, showing that sport is not just about fitness, it's about enjoyment, inclusion, and connection.



Share students smashed a marathon steps challenge

Students from our Health and Wellbeing programme raised **£795** for Share by taking on a 'Get Fit Marathon Fundraiser'. Using pedometers, they tracked their steps during weekly activity sessions, aiming to complete 26.2 miles as a group. They didn't just meet the target, they smashed it, finishing on a grand total of 207,221 steps, the equivalent of nearly four marathons!

Impact

Students manage their emotional wellbeing

For people with a learning disability and autistic people, confidence and resilience are crucial to emotional wellbeing. Our courses nurture these qualities by creating safe, supportive spaces where students can explore tools for managing stress and expressing feelings.



55%

of Health and Wellbeing students can now talk openly about their emotions.

60%

can use meditation techniques to calm down when feeling sad or frustrated.



Charlotte's calm confidence: the impact of Mindful Moments

Mindful Moments is a weekly wellbeing drop-in session. Held in our immersive 4D learning space with wraparound video and sound technology, it combines mindfulness, meditation, and sensory activities in a calming environment.

What makes Mindful Moments especially meaningful is that it's co-created with our students. This collaborative approach ensures the sessions are truly relevant and empowering for everyone involved.

Charlotte is one of our student health and wellbeing ambassadors. After discovering how much the sessions helped her, she volunteered to lead part of one herself. Standing at the front of the room, she guided her classmates through a 15-minute breathing exercise, using body movements to demonstrate each breath.

'I would love to do this again,' she said afterwards. *'I want to lead more health and wellbeing activities for my friends. I feel so calm now!'* Charlotte's leadership not only boosted her confidence but also inspired others to see that these are skills they can use every day.

When we surveyed students who took part, 100% told us they felt better after the session!

> **"Staff members and I have witnessed students reminding themselves to breathe throughout the day when they feel dysregulated. This is a lifelong skill that will continue to support them well beyond the classroom.**
>
> **Holly, Tutor**

Impact

Students express themselves through art and music



Creativity plays a vital role in promoting wellbeing. Our Art and Music programmes give students a powerful outlet for self-expression while also helping to build fine motor skills, communication, and teamwork. Being able to express yourself through art, music, dance, or other creative outlets offers different ways to share feelings, thoughts, and experiences. This means you're more likely to feel heard and validated by others.

Having a safe space to express emotions can ease frustration and reduce anxiety, while also allowing our students to show who they are and what matters to them. In this way, creativity supports both emotional balance and a stronger sense of self.

100%
of Art students can freely express themselves through dance and movement.

100%
of Music students can sign and sing along with a Makaton song.

83%
of Art students can work as a team towards a collective goal.

85%
of Music students can choose a style of music they like.



Carla's growth as an artist

When Carla first joined the Art programme, her creative world was quite contained. She'd been to art sessions before this, but only worked within her comfort zone, making colourful stick figures using familiar felt-tip pens.

That started to change when Carla took the lead role in a dance theatre performance with the Royal Academy of Dance. The experience gave her a new spark of confidence, and her tutor encouraged her to join the 'In the Mix' mentoring programme to nurture this growth.

With guidance from her mentor, professional artist Thomas Groves, Carla was introduced to new materials and techniques. One conversation about colour-blindness tests, those dotted circles that reveal hidden shapes, particularly inspired her. She started experimenting with ink and oil pastels, making intricate drawings filled with abstract forms, depth, and surprising bursts of clarity.

The programme also had an impact on Carla as a person. As the weeks went on, she became more adventurous and independent. She developed self-awareness as she began trusting her own spontaneous creativity, and resilience as she learnt to embrace mistakes as part of the process, rather than as setbacks. She chose her own materials, worked for long stretches without support, and could clearly express her ideas and plans. Her confidence blossomed, not only in the studio but also with her peers, staff, and family. Her communication improved too, as she grew more articulate in expressing her choices and intentions.

Carla's journey culminated in two public exhibitions of her work, first at the We Are 336 Art Gallery in the summer of 2024, and later at The Foundry, Vauxhall from November 2024 to February 2025. These shows celebrated her striking visual language which is tactile, imaginative, and captivating, and marked her growth into an artist with a voice uniquely her own.



Art students showcase their talent

Students also shone in the Wandsworth Art Competition, winning two awards for works inspired by themes of sustainability and community. The entire Tuesday Art class won an award for a collaborative piece called ‘Coming Together’, a colourful collection of vertical fabric panels depicting being at one with nature. And Rehan’s detailed piece ‘My Dream Community’ envisioned a world where harmony, activity, and nature coexist and was an inspiring reminder of what inclusion can look like. Both pieces were displayed in shared working spaces at Wandsworth Town Hall.



Singing and signing with Makaton

Makaton is a unique way of communicating using symbols, signs, and speech. Our annual awards ceremony recognises and celebrates the achievements our students have made and it’s also a great excuse for music and dance! At our 2024 event, students took to the stage to confidently perform songs as part of a Makaton sing along, bringing the whole room together to sing and sign.

Katy: expressing herself through music



When Katy first joined the Music class, she often struggled with time management and regulating her emotions. Over time, music gave her a way to express herself and build friendships.

Katy enjoys music and she told us that one of her favourites is ‘Ring of Fire’ by Johnny Cash that they often listen to in class. Katy even brought her harmonica in from home to play with the group. After a while, she began arriving on time, taking turns, and listening to others, changes that made a big difference to her relationships with peers.

‘*Music makes me feel relaxed and calm*,’ Katy explained. ‘*I like meditation with sounds. At home I listen to all kinds of music. I even brought my harmonica in and played for the class. Music’s good!*’

Independent Living Skills

Doing more things for yourself



Independence is about having confidence, dignity, and choice, as well as being able to do more things for yourself. It means deciding what to eat, what to wear, where to go, and who to spend time with. Being able to make these everyday choices builds self-esteem and a sense of control, rather than having to rely on others for every decision.

Gaining practical life skills such as cooking, travelling, and managing money, gives our students opportunities to make choices around their daily activities, engage in work, and have a social life. Most importantly, independence supports inclusion, helping our students feel part of their communities, form meaningful relationships, and contribute in ways that matter to them.

At Share, we aim to promote independence in everything we do. We run courses dedicated to everyday skills such as cooking, washing up, and keeping safe, as well as community-based courses where students learn while out and about in everyday situations.

Impact

Students can cook healthy food for themselves

People with a learning disability are at a higher risk of obesity, and may lack basic food preparation and nutrition knowledge, so learning to cook is especially important. Our popular Home Cooking Skills course takes place in a fully accessible kitchen at Share Brixton. We focus on building confidence and skills so that students can prepare healthy meals at home.

72%
of our Home Cooking Skills students can now serve themselves a sensible portion size.

64%
can make healthy food choices.

60%
can follow a recipe.

72%
can clean up as they go.



Claire, making her packed lunch

Claire worked hard in her Home Cooking Skills class, becoming more confident each week. She even began taking freshly made lunches from the training kitchen to staff across the site. Claire also started using her new skills at home, making pasta and homemade sauce the night before coming to Share Brixton, and proudly bringing it in for her packed lunch. Claire's enthusiasm and growing confidence in the kitchen has been truly inspiring.



Chris, trying new foods

Chris used to be wary of dishes like pasta with lentil and tomato sauce. But this changed when he got the chance to make it himself. He took charge of the sauce, carefully stirring until it was just right. When he sat down to eat, he proudly declared, '*I made this on my own!*' and polished off two helpings. Since then, he's even tried baked potatoes with tuna and beans – another food he wouldn't have chosen before.

Accessible films to inspire cooking at home



We like to bring healthy eating to life across everything we do at Share. This year, with support from Wandsworth Council, we decided to try something new: making a series of fun, accessible cooking films to inspire people with a learning disability and autistic people to get cooking at home.

Thanks to our friends at Folk at Sunday Mills, a co-living space in Earlsfield, we turned their kitchen into our very own film set. Students Doris, Carla, and Ella teamed up with our chef tutor Tim, and cracked on with cooking a full meal. Together they filmed a follow-along cooking session, chopping, stirring, and serving a tasty lentil bolognese with a fresh side salad.

Alongside the main film, we made five quick 'how-to' videos covering kitchen skills like knife safety, food hygiene, and keeping the kitchen clean – all designed to make cooking feel doable and fun.

And we didn't stop there. We also started work on an easy read cookbook, packed with simple, healthy, and affordable recipes so that students can keep practising their cooking skills at home.

Impact

Students are included in their communities

Being part of the community is important, helping our students to feel happy, included, and valued. And getting out and about boosts confidence and encourages a more active lifestyle.

Our community-based courses give our students the opportunity to learn how to use public transport safely, connect with people they meet, and explore local spaces and culture, from libraries and leisure centres, to arts and crafts workshops and museums. Empowering our students to take part in local activities and make friends can help them feel more included in the community.

86%
of Community Living students can now participate in local cultural activities and share their experiences.

57%
can plan and use public transport for local trips.

100%
can identify who to ask for help if they need assistance while out.

Andre, going out with confidence



When Andre first joined our Out and About class, trips out in public could feel overwhelming, and he often needed extra support.

Gradually, things began to change. In class, Andre learned how to plan a route on public transport, recognise and understand signs to find the exit or stay behind the yellow line, and what to do if he ever got lost. Then he got to put it all into practice on regular group outings.

All that learning has really paid off. These days Andre is often the first to step forward on trips. He helps the group navigate, reminds everyone about travel passes, and makes sure people are safe on the journey.

Stressful moments still happen, but now Andre has a toolkit to handle them. He uses calming exercises and breathing techniques we've worked on in class to stay grounded, so he can enjoy the trip and even support others when they're struggling.

A perfect example was a visit to the Science Museum. When the noise and crowds started to feel too much, Andre calmly moved to a quieter spot, used his breathing strategies, and was soon ready to rejoin the group. Not only did he carry on with the day, but he also encouraged another student who was having a tough time.

Now, Andre can travel more confidently on buses and trains and manage challenges as they come. His progress in Out and About has given him the confidence and independence to take the next steps towards travelling on his own.

Impact

Students can do more practical things at home

Our Independent Living Skills course teaches everyday practical skills such as making beds, washing up, and ironing. Learning these skills empowers our students to be more self-sufficient and rely less on other people. And being able to carry out household tasks not only helps maintain a clean, safe living environment but also gives a sense of achievement and pride. With each new skill, students learn to trust in their own abilities, make their own decisions, and build their self-esteem.





From tea towels to teamwork: building independent living skills

We're lucky to have many generous supporters who donate useful items to Share. A batch of tea towels found the perfect home in our Independent Living Skills programme, where students put them to good use practising washing up.

With plenty of scrubbing, rinsing, and drying, they worked together to get everything sparkling clean. For many, this simple but important task was a chance to practise coordination, learn about hygiene, and build confidence in managing everyday jobs at home.

What might seem like a small skill is actually a big step towards independence. Each time students complete a task like this, they gain pride in their abilities and feel more confident about managing daily routines at home.



Amin, growing in independence

Amin takes part in our Independent Living Skills, Out and About, and Maths and English classes, and has made incredible progress.

He proudly told us that practising household skills at Share has made him much more helpful at home. '*I learn ironing and how to make sandwiches, it's good!*', he said. He now helps his mum with washing up and cleaning the kitchen.

And by going on trips through Out and About, Amin has become more confident travelling around London. He's learned how to use the Bus Times app, and now he can tell you exactly when the next bus is coming and where to get off.

Amin has also discovered he enjoys exercise, from basketball and table tennis to badminton at a local sports centre, and his fitness and coordination have improved. He also takes part in our befriending programme, which matches students with volunteers to spend time together outside of Share. Amin regularly goes to the gym with his befriender which he feels is making him stronger. He laughs and flexes his biceps to prove this! '*His name's John, it's nice…he asked what I do at Share, I tell him I learnt English and do Out and About*,' Amin says.

What Amin is proudest of is how his English has improved. His first language is Arabic. '*When I came the first time, I didn't understand. Now I know lots from English with Shem on Tuesday*,' he explains. '*At Share my friend is Mansoor. I tell him, "How are you?" and "What did you do on the weekend?"*'

Amin's story shows how building independence at Share can ripple into every part of life, from helping at home and travelling with confidence to making new friends and enjoying better health.

Employability and training

Working towards qualifications or a job

At Share, we help students develop the skills they need to move closer to work. In addition to practical vocational programmes in catering and horticulture, we run courses to build literacy, numeracy, and digital skills, all of which are essential both for employment and for everyday life.

Our social enterprises, Share Garden Centre and Share Community Café, provide supported work experience opportunities. Meanwhile, our Steps Into Employment programme guides students through the entire process of preparing for work. Students learn to identify roles that suit them, create accessible CVs, apply for jobs, and understand the behaviours and expectations of the workplace.

Impact

Students have digital skills for work and everyday life

Digital skills are increasingly necessary for employment, not just for completing online job applications, but also for carrying out tasks in many workplaces. They're also essential for everyday life, from booking tickets, watching films and listening to music, to connecting with friends and family. Many adults with a learning disability face digital exclusion, making this a crucial area of learning.

71% of our Digital Skills students can type on a keyboard.

80% can collect and input data into a table.

67% of Maths and English students can find websites for specific kinds of information and write down the URL.



Monica, building digital skills

Monica has excelled on our Digital Skills programme, impressing her tutors not just with her grasp of technology, but also with her leadership and peer mentoring. She regularly supports her classmates, explaining tasks enthusiastically and clearly.

Monica successfully completed an independent research project on a giant panda, using Google to source information online and creating a well-formatted document in Google Docs with headings and photos.

As well as digital skills, Monica has been learning about money and personal finance. She can now tell the difference between savings and current accounts and knows how to make shopping lists with itemised pricing. She's also explored shipping costs and extra charges when buying things online.

When asked what she enjoys most, Monica said, '*I like helping people in class. I like searching for information.*' One day, she hopes to volunteer for an animal charity helping cats.

> **Share has helped me a lot to feel confident.**
>
> Monica

Impact

Students gain the practical skills and confidence needed to prepare them for work

Hands-on experience in catering and horticulture helps students develop valuable practical skills. Working in our social enterprises, the Share Community Café and the Share Garden Centre, allows students to grow their customer service, communication, and teamworking skills, while also building confidence as they interact with customers and colleagues.

76.5% of students working in the Share Community Café can serve drinks and food to the public.

90.5% can maintain their health and safety in a catering environment.

83.5% can identify and name their strengths and skills (for CVs and interviews).



Serving up a storm at the Share Community Café

In June 2024 we hosted an evening event to say thank you to our supporters and volunteers. This was the perfect opportunity for our Community Café students to showcase their skills. They did a fantastic job preparing and serving delicious food and drinks including mocktails and cocktails. The event gave them the chance to practise hospitality, catering, and teamwork in a real-life setting.



Staffing a pop-up shop

Students also gain valuable experience through pop-up shops, selling plants from the Share Garden Centre and beautiful products designed by our art students, such as greetings cards and mugs. They handle card payments using iZettle, learning customer service skills and growing more confident as they chat with people browsing and buying at the stall.

Impact

Students move into paid employment

Employment remains a challenging area, with barriers such as limited opportunities, negative employer attitudes, communication difficulties, and a lack of understanding about what people with a learning disability and autistic people can do with the right support.

We've worked closely with other organisations to support some of our students into work, and we're immensely proud of those who have secured paid jobs in retail, catering, and at the Wimbledon Championships.



Daniel, getting his dream job



Music has always been a big part of Daniel's life. He told us, '*I have a DVD at home. I put it on and dance in my bedroom.*' He also plays guitar, sings, and takes part in our drama club.

Daniel attends our Steps into Employment programme through which he connected with supported employment specialists, Status Employment. They worked with Daniel to secure a volunteering position at a record store in Brixton. He impressed the staff there so much that they offered him a paid role.

Reflecting on how it all began, Daniel said, '*Volunteering was really good*'. He told us he now does a range of tasks including, '*Selling the records, stamping, and bagging things up to send to different countries...yesterday I played music. I played one jazz and one hip hop'.*

When he's at the shop, Daniel says he feels, *'Excited. I like the people there*'. He enjoys learning new skills and likes the freedom that comes with earning money, often using his pay to '*go out with my friend*'. Every job has its challenges though. Daniel told us that, '*The computer is hard*' but he's never afraid to ask his manager for help, *'Ben is good!'*

Share students get paid jobs at the Wimbledon Championships

Through a partnership with the Wimbledon Foundation's 'Work at Wimbledon' initiative, a group of our Steps into Employment students began a journey that culminated with six of them securing paid jobs in retail and guest services for the 2025 Wimbledon Championships.

Students first visited the championships in 2024 to familiarise themselves with the site, attend workshops, and practise interviews. Support included guidance from Smart Works, an organisation who provided interview-appropriate clothing, and targeted interview practice in Steps Into Employment sessions.

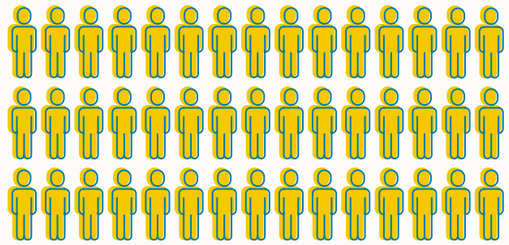
Student Charlotte shared her experience, '*We practised in Steps for it with Alice – practice runs. They asked me why I want the job and I said I like tennis and I'm always on time and reliable. I showed my folder with all the Steps work in it, and I took my certificates to show her and the different work placements I've done…I'm excited to work in the big, massive shop, working with customers and serving them around the shop. And they're giving us all our uniform for free and free lunch – what else could we ask for?'*

And Michael said, *'I'm helping people to come into Wimbledon...ticket scanning, helping people in. Maybe helping the royal family in!'*

Volunteer impact

Volunteers are critical to helping us deliver our services and we remain hugely grateful for their time, passion and expertise.

We had a significant increase in volunteer activity during 2024-2025: by the end of March 2025 we had a 51% rise in the number of volunteers who work with us. Most of these were volunteers who support our daily classroom and community-based sessions, and volunteer befrienders who support students in our befriending project.



53
volunteers end March 2024



80
volunteers end March 2025

> **Volunteering has brought a newfound meaning to living life.**
>
> **Volunteer**

> **[Share's students] do not need to be treated like children. They are confident independent individuals and just need a little support here and there.**
>
> **Volunteer**

> **I leave each week after volunteering every Tuesday at the garden project feeling happy, having learned something new every time and that my support has helped many students and their wellbeing.**
>
> **Volunteer**

In total our volunteers gave us **5,593** hours of their time over the year

If we had paid support workers to do the work that our volunteers did, it would have cost us £73,548 in salaries alone (based on the London Living Wage for 2024/2025 of £13.15 per hour).



Volunteers recognised by the Wandsworth Mayor

Two of our volunteers attended the Wandsworth Civic Awards that celebrate residents who go above and beyond to help others and make outstanding contributions to the local community.

Kealan, who volunteered on our befriending project, and Sunwoo, who volunteered in our art classes, were both awarded a Mayoral Pin Badge by the Mayor of Wandsworth.

Corporate volunteering

We continued to develop our corporate volunteering programme. Although building and development work at our garden site prevented us from running as many as we'd like, we ended up hosting nine separate corporate volunteering events.



Telecomms, media and technology consultancy firm Cartesian joined our Home Cooking Skills class to use up leftover Halloween pumpkins, making a hearty pumpkin and sweet potato soup.



Staff from global fashion brand Tapestry also joined us at our Brixton site for a jam-packed day. They baked delicious cookies with students, took part in a bridge building competition, and even joined in with our newly formed Share Choir.



Once again, local media company, Brand Brewery, ran a sports day on Clapham Common for us. We had tug of war, musical statues, and egg and spoon, complete with a prize giving at the end where everyone got a medal!



Social inclusion

Our social inclusion projects are important for our students, giving them the chance to meet new people, relax and spend time with others in a friendly, supportive environment. Volunteers play a key role in making these opportunities possible.

Befriending

The befriending project grew significantly over the year. Students are carefully matched with volunteer befrienders, who meet with them near their homes to do activities of their choice, such as going for a walk, having a coffee, cycling, or playing football.

Over the year:

14
pairs of students and befrienders were matched (up from just one at the start of the year).

126
meetups took place.

252
hours of social activity were enjoyed.

These regular meetups help students feel less lonely, encourage them to be active, and feel more confident talking to people.

Inês and Daniela

Volunteering as a befriender has been a completely new and very rewarding experience for me. Daniela and I have been meeting for about a year now, and our time together usually revolves around relaxing and low-pressure activities, such as going for hot chocolate in the park, drawing together, or going to the cinema. We tend to decide what we're going to do based on how Daniela's feeling that week or I'll suggest a few options, and we agree together on what feels right.

I think the biggest impact is that I help give Daniela a space in her week where she can just hang out and be herself, no pressure, no expectations. It's time that's just for her, where she's not being treated as someone who needs 'help', but just as herself. I've noticed over time that she's become more confident and relaxed in our meetings, since we've developed a real bond, and I think that sense of consistency has made a big difference.

One thing that stands out is how comfortable Daniela seems now when we're together. Her mum has told me a few times how much she looks forward to our meet ups. When I left for the summer, she and her mum even gave me a little gift. It's definitely the small things like that which show me that these meet ups really matter to her.

> **It's showed me that something as simple as showing up can change someone's day completely.**

Inês, befriender



Catching up, chilling out, and enjoying a meal out at Nando's.

Go Anywhere, Do Anything

This project arranges group trips out to go bowling, have a meal out, go to a sporting event, concert, club, or the cinema. Volunteers, known as social buddies, support the group to make sure the trips run safely and everyone has a good time.

2024 was a challenging year because of funding difficulties, so only a few trips could take place. By December, new funding was secured, and from January 2025 the project was relaunched. We now have even more volunteer social buddies helping students to enjoy exciting new trips out and make the most of their social experiences.



Enjoying an action-packed day out at Chessington World of Adventures.



A quick game of pool before bowling.

The future

Like many charities working in social care, we've faced challenges arising from the underfunding of adult social care, which affects our ability to plan and deliver our services sustainably, and an increasingly competitive fundraising environment, where more organisations are seeking limited resources. These pressures highlight both the importance of our work and the vital role our supporters play in sustaining it.

These realities have only strengthened our determination to grow and adapt. We remain ambitious and optimistic about the future, committed to delivering outstanding services that empower our students to make lasting, positive changes in their lives. Our aims for the future include:

- **Measuring impact better:** we're upgrading our database and integrating our 'I can' and 'Outcomes Star' systems, so we can track student progress more effectively and use this insight to shape and strengthen our programmes;
- **Helping Share Tooting to flourish:** with our move into a temporary building for the next few years, we'll keep improving the site and adapting the programmes and activities we offer, and we'll be working to secure the future for a longer-term, eco-friendly, accessible garden facility;
- **Expanding employment opportunities:** we'll build on our partnerships and employability programmes to open up more chances for students to work, volunteer, and be included in their communities;
- **Co-producing with our students:** we'll continue to involve students in shaping our services, encouraging them to take the lead in activities such as fitness, cooking, and meditation, and ensuring their voices guide how our programmes develop;
- **Promoting health and wellbeing:** we'll continue to support students to make healthier choices, giving them the confidence and tools to apply what they learn around nutrition, exercise, and wellbeing at home.



Thank you to our supporters

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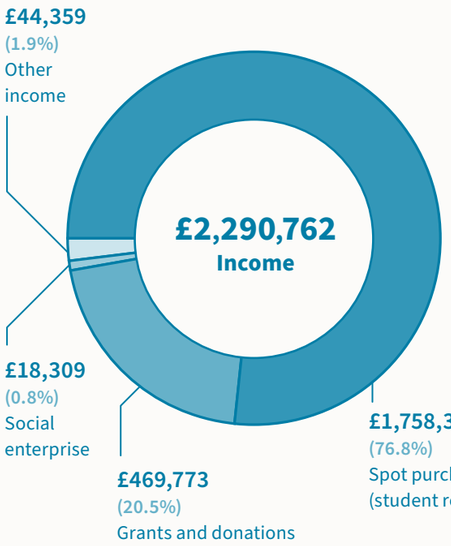
And thank you to the many individuals who have made regular and one-off donations or have supported us in any other way!

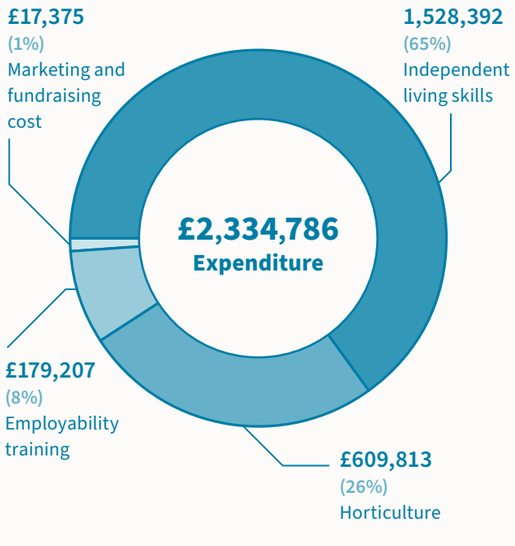
Financial review 2024-2025

The Charity's income was £2,290,762 in the year ending 31 March 2025, compared to £2,059,522 in 2024. The total expenditure was £2,334,786 in the year ending 31 March 2025, compared to £2,000,585 in 2024.

The net result was therefore a deficit of £44,024 during 2024/25 of which the unrestricted deficit was £50,994 and £6,970 was the restricted surplus, compared to a surplus of £58,937 in 2023/24 of which £71,585 was unrestricted surplus and £12,648 was a restricted deficit.

The Charity held unrestricted funds of £1,448,375 at the year end, of which £1,018,589 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)
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
2024-2025	**£2,290,762**	**£2,334,786**	**(£44,024)**

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