

IMPACT REPORT  
2015/16







CALENDAR

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# About Share

Share provides training and employment support for disabled adults, including those with learning disabilities, physical/sensory impairments, autism and mental health needs. We aim to transform disabled people's lives so that they can live more independently and make choices about all aspects of their lives. We focus on what people can do, not what holds them back. And we believe that everyone has something to offer their community, whether it be in employment or as active members of our society. We aim to inspire our students to live happy, healthy and independent lives.

## What Share does

-  Provides accredited training in horticulture, catering, digital skills, and life and basic skills, as well as a number of short courses that centre around personal development, health and wellbeing, such as music, creative writing, art and crafts, and yoga.
-  Operates two social enterprises – Share Gardening and Share Catering – which provide services to the local community while offering safe and supported work opportunities for our students and graduates.
-  Provides employment support for Wandsworth residents with long-term mental health concerns, as well as other Share students wanting to work.
-  Runs Go Anywhere, Do Anything, which offers people with learning disabilities an opportunity to make the most of arts, leisure and sports activities in and around London.

## More information

To find out more about Share, visit our website at [www.sharecommunity.org.uk](http://www.sharecommunity.org.uk). You can also find us on Facebook ([www.facebook.com/ShareCommunity](http://www.facebook.com/ShareCommunity)), Twitter ([www.twitter.com/ShareCommunity](http://www.twitter.com/ShareCommunity)) and Instagram ([www.instagram.com/share\\_community](http://www.instagram.com/share_community)).



## Mission

*Helping disabled people across London to reach their potential and achieve their life goals through training, education, employment guidance and personal development.*

## Vision

*Open and equal access to excellent employment, education, and personal development opportunities for disabled people everywhere.*

## Values

*We focus on ability. Everyone is of equal value and has something to offer others. We believe in equal access for all.*



# How to Refer to Share

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

## STEP 1

### Fill out a course enquiry form

This can be done in print or online on Share's website.

## STEP 2

### Arrange a visit to Share

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

## STEP 3

### Arrange some taster days

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

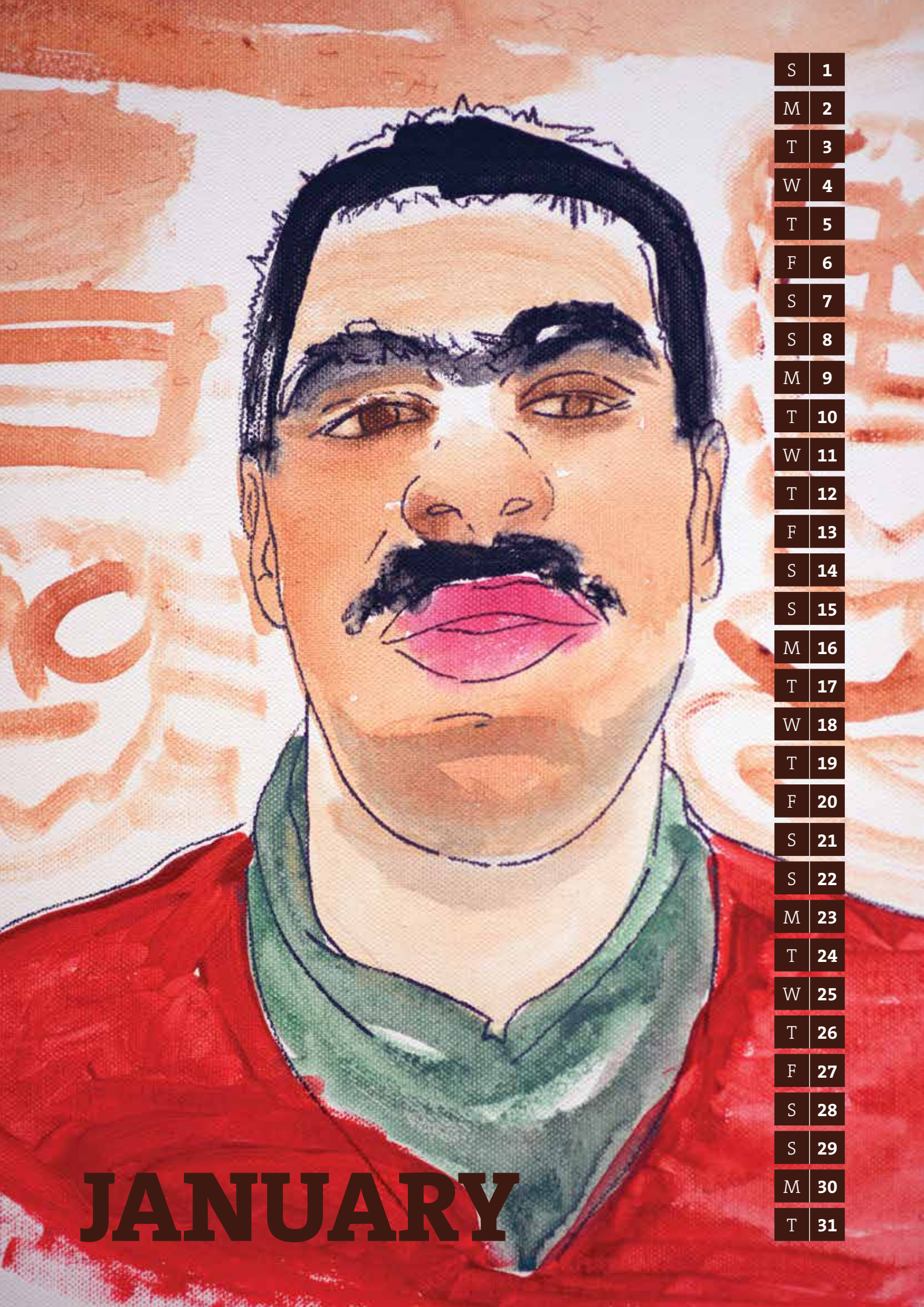
## STEP 4

### Start your journey at Share

If you are happy to proceed, we will work with you and your support team to help secure funding for you to ensure that you can start your journey at Share as soon as possible. It is important that every student is happy, fulfilled and challenged throughout their time at Share. We therefore carry out regular reviews for all our students. For students who have an allocated social worker, reviews are usually held at three-, six- or 12-monthly intervals at Share, depending on an individual's specific needs.

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





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# JANUARY



# Chair and Chief Executive Report

We've had another excellent year, full of heart-warming moments and exciting developments, including the installation and launch of our digital, interactive Immersive Learning Centre, and the implementation of our Outcomes Star to help us measure our students' progress and the impact of our work. We set ourselves an ambitious plan to develop and improve our courses, do better with digital technology, and measure the difference we're making so that we can do more of what works and stop doing what doesn't.

We've made significant progress in our work towards becoming a Centre of Excellence for people with autism. The journey towards accreditation is making us examine critically all aspects of our work, from how we communicate with individual students, to what kind of signage we have around the building. The process is generating a much better understanding of how autistic people may experience the world. We hope to achieve our accreditation in 2017.

Our determination to do better with digital technology has led to us investing in a new customer relationship management system, helping us to manage our contacts more efficiently and consistently.

We've run sports and movement activities over the year, thanks to a grant from Wandsworth Grants Fund. We've worked closely with the Disability Sports Coaches, and students are reporting feeling fitter and happier. Our new Live Well, Feel Great project, funded by the Wimbledon Foundation, will build on this work by providing a holistic

programme to improve our students' general wellbeing through healthy eating and exercise.

Our work with the Deaf community has continued to grow, with partnership working with Action on Hearing Loss to bring horticulture activities to residents of two homes in Wandsworth, and a growing relationship with Oak Lodge School, delivering horticulture training to their students on a weekly basis. We're looking forward to doing more work with Oak Lodge over the coming year.

We worked with an average of 90 people each week over the course of the year. There were 13 new starters: eight from Wandsworth, three from Southwark, and one each from Merton and Bromley. Fifteen people left Share. The average number of days each student spent at Share each week was 2.4.

Seventeen people achieved full, nationally accredited qualifications. These were within horticulture and catering. Six students gained a Level 1 qualification, and 11 students gained a Level 2 qualification. Our students also gained 27 nationally accredited certificates for units towards a qualification. These were within horticulture, life skills, catering and digital skills.

Financially, this was another successful year, as we achieved a cash surplus, after capital payments for our mortgage, of £36,000. This was an excellent result, especially as we invested in several unexpected items over the year, including improvements to the Share building and our My Life Worker.

Finally, a huge thank you to everyone who has worked with us and supported us over the past year – from funders, sponsors and donors to volunteers, as well as our trustee colleagues on the Board and members of staff – thank you to you all for helping to make Share amazing. We've had a brilliant time working with you.



**Bill Morgan**  
CHAIR



**Annie McDowall**  
CHIEF EXECUTIVE



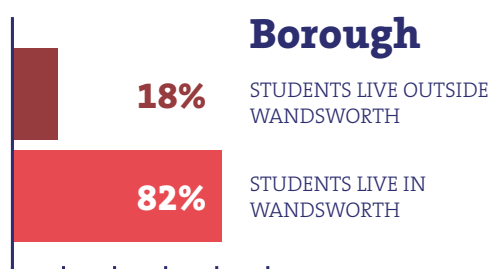
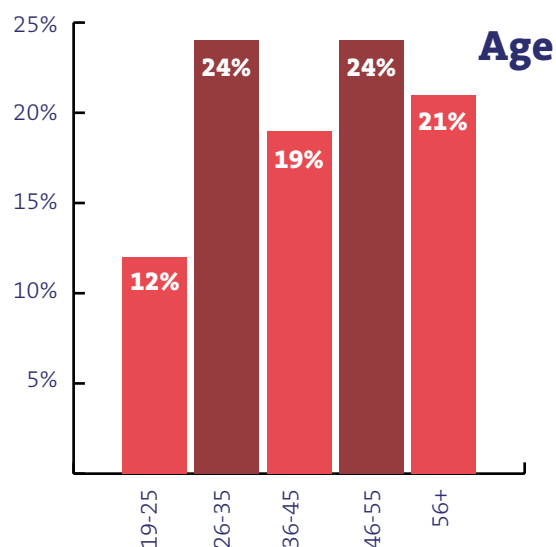
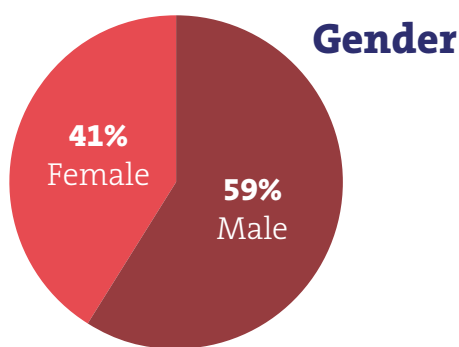


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# FEBRUARY

# Project Performance Report

In April 2015, we had 90 students (representing a full-time equivalent of 68), and in March 2016, we also had 90 students but representing a full-time equivalent of 71. One full-time equivalent is defined as one person attending Share for three full days per week.

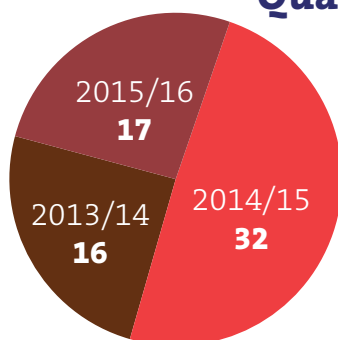


### Share Catering

**22/9/£14,397**

EVENTS STUDENTS INCOME GENERATED

### Qualifications



### Share Gardening

**6/12/8/£21,000**

ANNUAL MAINTENANCE CONTRACTS ONE-OFF CLIENTS STUDENTS INCOME GENERATED

### Qualifications

<b>44 ACCREDITED CERTIFICATES</b>	
<b>17 full qualifications gained in horticulture and catering</b>	
• 11 students gained a Level 2 qualification	• 6 students gained a Level 1 qualification
<b>27 units towards qualifications gained in horticulture, life skills, catering and digital skills</b>	
• 5 certificates achieved units at Level 2	• 10 certificates achieved units at Level 1
• 7 certificates achieved units at Entry Level 2	• 5 certificates achieved at Entry Level 1





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**MARCH**



# Outcomes Star — Measuring Progress

Discovering people's life and learning goals and helping them to achieve them is what Share is all about, and so we introduced the Outcomes Star, developed by Triangle Consulting, to help our students to set goals for themselves and evaluate how well they're doing. We employed a My Life Worker to deliver this fundamental part of our programme, which has generated valuable information from the outset. This work will enable us to not only support individuals, but also inform us about changes needed to Share's programmes.

The Student Star – one version of the Outcomes Star, is an evidence-based tool to measure students' progress over time, for every student within the organisation, with the aim of building a complete picture of each student's time at Share.

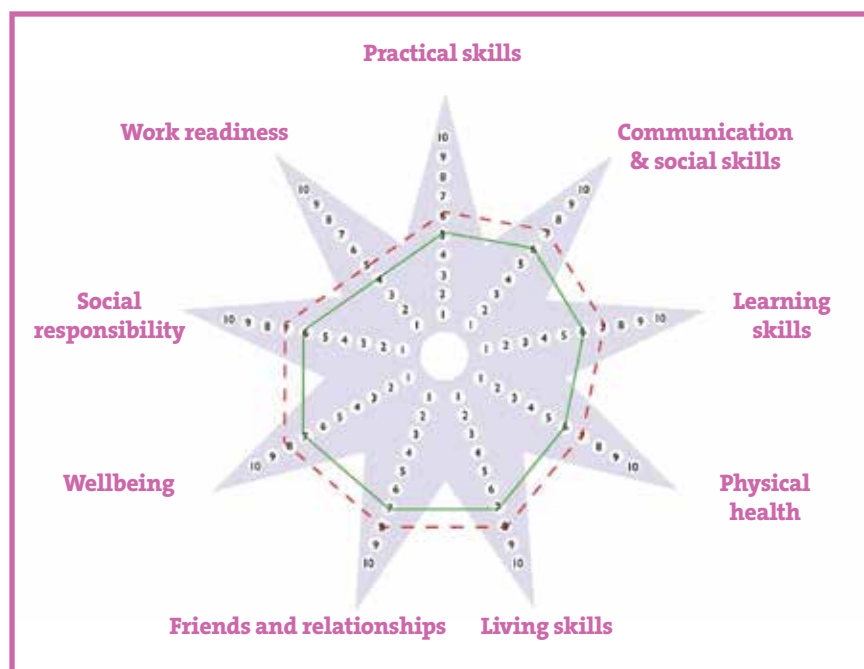
This Star reviews student progress across nine core areas:

- Practical skills
- Communication and social skills
- Learning skills
- Physical health
- Living skills
- Friends and relationships
- Wellbeing
- Social responsibility
- Work readiness

Each area is evaluated as steps on a ladder to measure a student's current level of understanding and record learning goals for further development.

This involves taking readings at the start of a student's journey and plotting the numerical scores on the Outcomes Star, and then repeating this process at regular intervals to track progress. Based on these markers, staff can work together with students to develop a programme of support to help them achieve their personal goals.

A total of 69 students completed the first reading of the Star. The first readings from the Star show that



Share students scored, on average, between 5 and 6 (defined as 'Stable') in eight of the nine core areas reviewed by the Star. In practical terms, this means that, in most areas of life, students are able to learn, live, communicate, socialise, work and look after themselves consistently and safely within a structured and familiar setting, but still require support to move towards independence and making life choices for themselves.

In core area 9 – work readiness – Share students scored between 3 and 4 (defined as 'Accepting support'). This suggests that while students are perhaps able to reflect on the concept of employment and what it means to have a job, and also what might interest them in a work context, they need time and support to instigate further change to help them move to the next level.

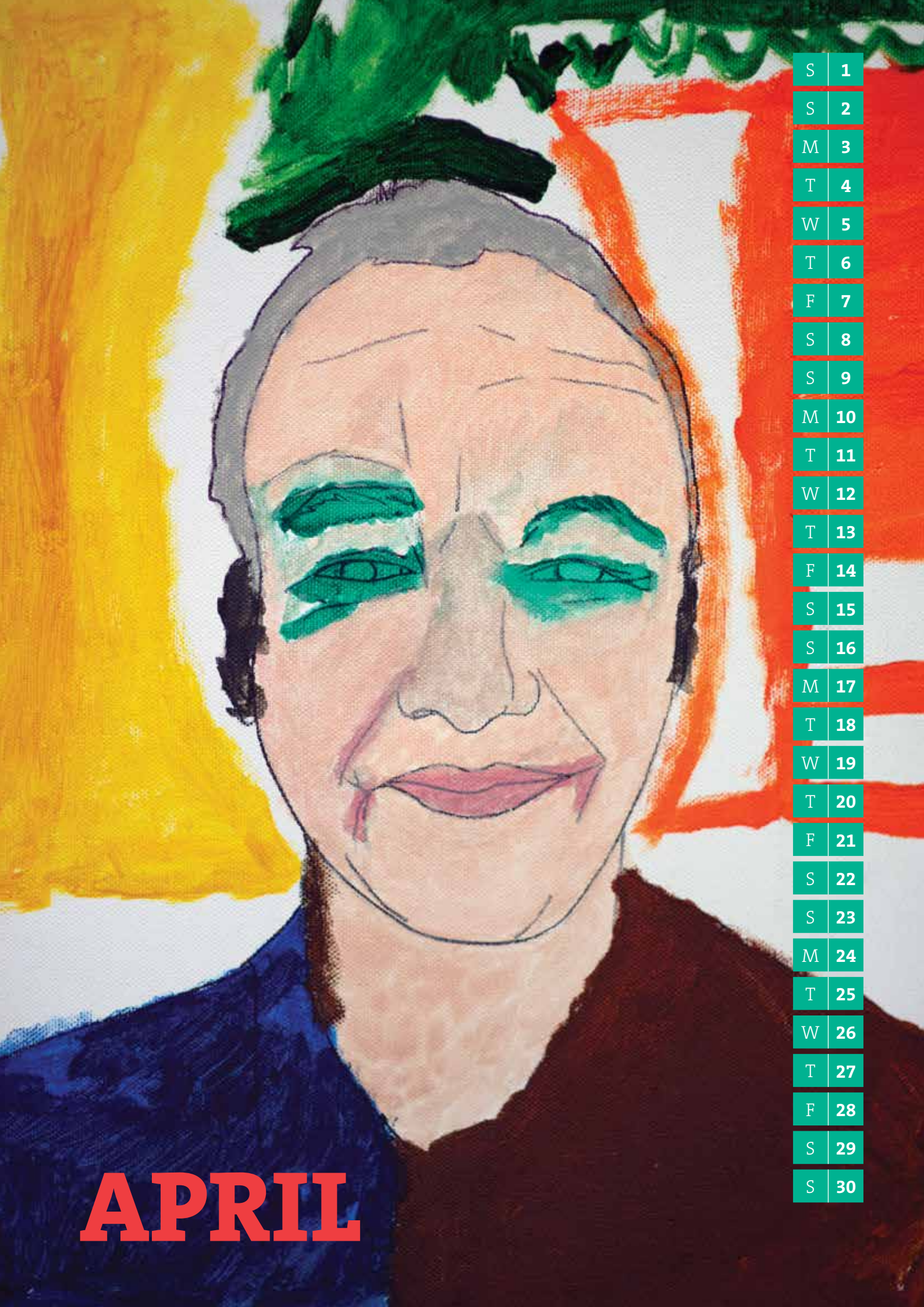
Students taking part in practical courses, such as horticulture and catering, scored higher across all core areas, with an average of 6 to 7 for horticulture and 6 for catering. This concurs with our observations that most of our students are kinesthetic learners – that is,

people who learn best by doing. Share's horticulture and catering courses take this a step further by providing hands-on work experience through our social enterprises, Share Gardening and Share Catering, which allow students to immediately put into practice what they have learned within their training.

Across all core areas, scores for students living within the family home versus those living in supported accommodation showed that those living in supported environments generally scored higher in all core areas than those living at home. We'll be exploring this further in the coming year to understand the reasons for this.

When comparing the scores for students with autism and a learning disability (33% of Share students) to those with only a learning disability, we found that, perhaps unsurprisingly, our autistic students scored lower (in the range 3 to 4 compared with 5 to 6) in those core areas relating to communication and social interaction. However, scores for the core area of practical skills were similar for both groups.





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**APRIL**



# Going Digital

The highlight of the year was the launch of the Ian and Mildred Karten Immersive Learning Centre. Thanks to funding from the Ian Karten Charitable Trust, the Wolfson Foundation and the Beatrice Laing Foundation, as well as the legacy left to Share by the late Mr John P Heron, we were able to transform our old downstairs classroom into a magical space in which to create virtual environments. 4D Creative supplied the technology, and we've been delighted at how radically this has changed how we're able to teach and enable our students.

This immersive learning space – a special interactive digital room that uses wraparound video and sound to enhance learning – provides a creative environment to help our students explore different subjects in a practical way that suits them best. Thanks to a grant – comprising £75,000 over three years – from the Battersea Power Station Foundation, we were able to employ a Digital Inclusion Manager to lead on all things digital. And a grant from Awards for All has helped pay for an expert to



guide and advise us in developing a strategy for making the best use of digital technology. This work is ongoing.

The immersive learning space forms a key part of Share's digital transformation strategy, which aims to make the most of all aspects of technology within Share's work

by giving our students access to wide-ranging technologies to revolutionise the way they live, learn and communicate, and helping them to live more independent lives. Over the coming years, we plan to build on this work by introducing new and innovative teaching and learning digital tools to truly transform our students' lives.







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**MAY**



# Health and Wellbeing — Live Well, Feel Great

We were delighted to receive just under £80,000 over three years from the Wimbledon Foundation to develop our Live Well, Feel Great project. People with learning disabilities are much more likely to be seriously overweight, with under a third of Wandsworth adults with learning disabilities being of a healthy weight. They're more likely to die younger of respiratory or cardiovascular disease, and 20 times more likely to experience epilepsy. Thanks to the Wimbledon Foundation, we can now tackle some of these health inequalities and help people to take positive steps towards a healthy lifestyle.

Our Live Well, Feel Great project is a holistic healthy living programme that provides sustainable, lifelong benefits for adults with learning disabilities, mental health needs or long-term health conditions.

Improving the overall health and wellbeing of our students through regular exercise and healthy eating forms a central part of Share's work, so this project allows our Healthy Living Worker to build on our core curriculum to help our students to adopt healthier lifestyles, and encourage them to have better awareness of how to take care of themselves. In addition, the project aims to reach out to others with complex needs to help them to have better physical health and mental wellbeing.

Our ultimate aim is to help people to develop and sustain short- and long-term healthy living strategies for themselves, and implement a learning programme to help enhance the lives of disabled people, while improving independence and general wellbeing.







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**JUNE**



# Go Anywhere, Do Anything



Share's Go Anywhere, Do Anything project, funded by the City of London Corporation's charity, the City Bridge Trust, which supports people with learning disabilities to go out and about in London at weekends and evenings, has gone from strength to strength. It's about much more than going out and having a good time. It supports people to speak for themselves, make choices, develop friendships, manage social situations, manage a budget and travel more confidently. Evaluations show that people grow in confidence and that this project is integral to our work in helping people with

learning disabilities to become more independent and autonomous.

This project has been instrumental in giving people with learning disabilities improved access to cultural and leisure activities in and around London. This year, we ran 43 days out across the capital, 12 more than the previous year. We welcomed 10 new members during this time, and ran 10 steering group sessions with adults with learning disabilities during which people have been very forthcoming in telling us all about what they want to do and see. We also successfully recruited 17 new social buddy volunteers, bringing our total number of social buddies to 33.

In our most recent survey of members, 100% of people reported feeling more confident in accessing the community and 90% said that Go Anywhere, Do Anything makes them feel happier. Around 57% said they felt more independent and safer in the community.



## A Social Buddy's story

*My time with Share is really quite amazing. I have met some beautiful people who make each trip brilliant. There is a wonderful caring atmosphere and after each trip I am left buzzing from spending time with some incredible people, doing some great things. I really look forward to every trip and have loved forming relationships with everybody involved. (I love it so much that I feel like I have had a very selfish volunteering experience so far!).*

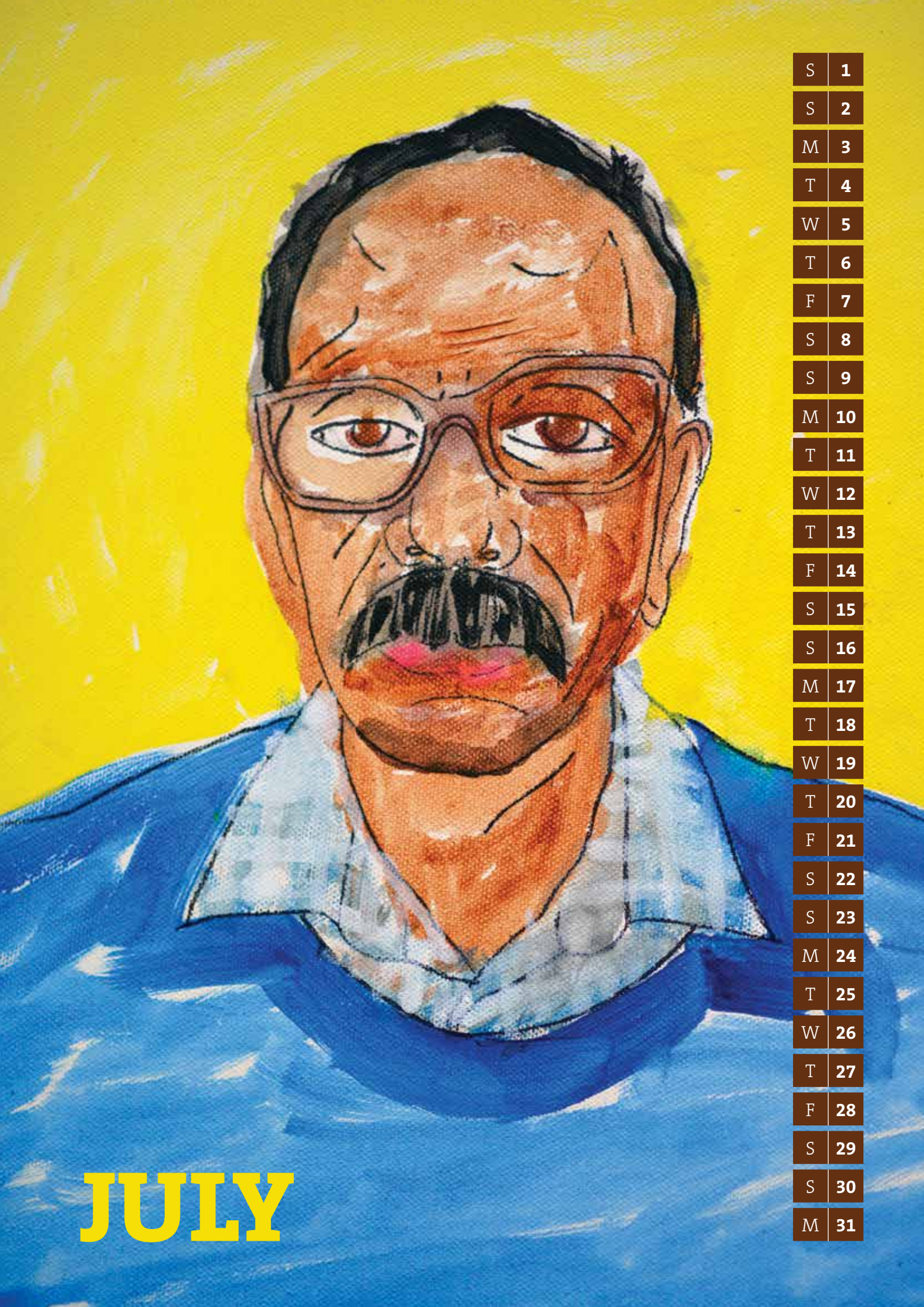
*Go Anywhere, Do Anything has an incredibly positive impact on its members. I have buddied up with some members multiple times and I can see how they have changed and become more confident and talkative as time has gone on – it is great to see more and more personalities emerging over time. To have the opportunity to be yourself, laugh and be happy in a non-judgemental, caring and supportive environment can only have a positive impact.*

*The environment of Go Anywhere, Do Anything, allows members to accomplish new things, form friendships and be more independent, while managing fears or apprehension that may arise in doing those things. What could be better for anyone's wellbeing than spending time with people who want to share new experiences with you and have fun doing so?!*

**Karen Miles**







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**JULY**



# Employment Support

Share's employment support service – Winning with Work – helps Wandsworth residents with long-standing severe mental health concerns to provide job search and in-work support assistance.

Share's employment specialist, working in conjunction with our partners, South West London and St George's Mental Health Trust, Together Your Way and Family Action, worked with 50 clients during the year, helping eight people to secure paid employment. This involves anything from helping with the initial job search to advice on how to write CVs and covering letters, filling out application forms, and preparing for interviews, and support continues after somebody's found a job to make sure both the employee and employer are happy.

We recognise that when working with vulnerable clients it is important to build trust and a rapport with individuals to provide the necessary support each person needs. So our employment specialist's work can span many months or years to help people find the right role for them.

## Aylsa

*Aylsa is deaf and communicates using Greek Sign Language, but no British Sign Language. She hadn't worked in seven years due to mental ill health. She wanted to find retail/customer service work but was finding this a challenge given the language barriers she was facing. With the help of Share's employment specialist, Aylsa secured an interview with Debenhams but didn't get the job. We referred Aylsa to the Royal Association for Deaf People (RAD) to learn interview techniques, and we arranged for a work trial with a cleaning company, which included providing Access to Work support but this didn't work out. We then worked with Aylsa to secure her a job with a deaf services company, which has proved to be the perfect fit for Aylsa and her skills.*



## Malia

*Share has been supporting supporting Malia since April 2014. Malia is a mum and held a number of senior roles in teaching before deciding it was time for a change so that she could undertake a PhD and write a novel.*

*Initially, Malia took on a temporary full-time role as a teaching assistant in a local school after which she decided that she would prefer a part-time role so that she could concentrate on writing her novel and her PhD.*

*While helping Malia to find a new job, Malia and Share's employment specialist would often meet in a local coffee shop, where over time staff got to know Malia well. She enjoyed the atmosphere in the shop and thought it would be the kind of place she'd like to work. Share's employment specialist suggested that they should approach the coffee shop for any job opportunities, which eventually led to a part-time role for Malia that allowed her to continue editing her novel.*

*Some time later, the shop closed down, leaving Malia out of job and, for a short while, Malia focused on her PhD and managed to secure a publishing deal for her novel.*

*Malia subsequently decided that she would really like to find another similar part-time role that would enable her to focus on her PhD and care for her family.*

*With our employment specialist's help, in January 2016, Malia secured a job at a café in Tooting Bec and our employment specialist continued to provide in-work support to ensure that Malia was happy and content in her role.*

*Soon after, that café, too, closed down and Malia was out of a job once more. However, Malia did not let this setback stop her. Showing tremendous amount of grit and resilience, Malia continued her job search with the help of Share's employment specialist and eventually secured a job as a bookseller at Waterstones.*

Names in the case studies have been changed to protect our clients' identities.





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# AUGUST



# Volunteering at Share

One of the most important donations we receive each year comes from our growing bank of volunteers who contribute so much of their time to the everyday running of Share. Whether they're social buddies with Go Anywhere, Do Anything, or classroom assistants, or specialist tutors, like our creative writing volunteers, they add immense value to Share.

Our volunteers come from all walks of life and bring a wide-ranging set of skills. Some may give us their time for a day, while others stay for years, but, regardless, each volunteer makes an important contribution to the lives of all our students.

Over the past year, 26 volunteers and 33 social buddies have supported our work. In addition, corporate volunteers provided 43 days of support. In total, this represents nearly 4000 hours of volunteering (which equates to approximately £60,000).

## A Share volunteer's story

*What the hell was I thinking?*

*Two years ago I was offered the role of creative writing teacher at Share Community; and my first reaction was to say thanks, but no thanks!*

*I had misread the advert, assuming the work involved teaching disabled children. Had I realised at the time it would mean working with adults, I'm ashamed to say, I wouldn't have applied; my experience of any interaction among adults with life-limiting conditions being zero.*

*At the interview I was introduced to a few of the prospective students. My communication, at that first meeting, was at best patronising and at worst hopeless. The students' learning difficulties were beyond anything I'd encountered in my previous walks of life – working in the City and studying for a Creative Writing MA. I felt intimidated and daunted. Were I to be offered the job, it would just be easier to turn it down and return to my studies, where elegant prose and poetry were the only things that mattered. I would get over the sense of shame I felt, and I could pretend none of it had happened.*

*But isn't that what so many people do when faced with disabled adults? Who did I think I was? So when the job was offered, I took a deep breath, muttered something about getting over myself and said yes please.*

*For the last two years I have spent every Tuesday morning in the company of 10 wonderful, joyful students. The lessons were challenging, as not all of the students could read or write and many had very short attention spans. But by adapting each class to ensure that there was music, words, pictures, videos, photos and walks in the park, we were able to explore the topics of weather, sea, happiness, fear and dreams, and go on to create poems, stories, magical sentences and images that delighted them and amazed me. We have showcased the work on posters that have adorned*



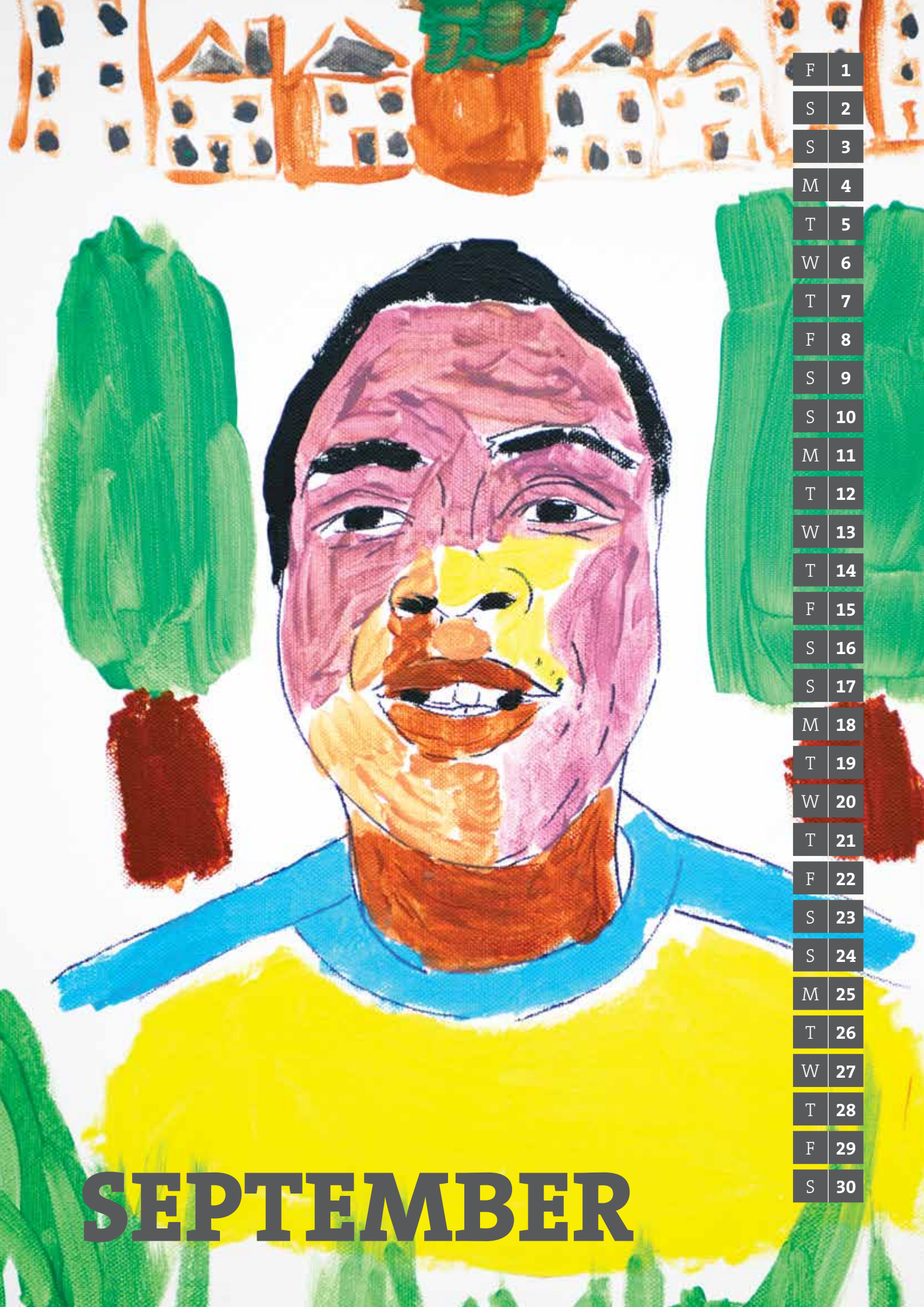
*the canteen walls, been included in newsletters and made appearances on Facebook. We achieved tangible results.*

*I hope that the students feel they have learnt and been creative, but I'm sure that they can't have learnt as much as I have. With both physical and mental limitations, the students have a relentlessly positive outlook on life. They live wholly in the present and enthusiastically embrace the basic wonders of life – family, food, nature, friends and music, as well as the additional joys of shopping, watching movies, food (Have I mentioned that? They did. A lot!) and going to parties. When I asked one of them what was the best thing in her life, she answered 'my wheelchair'. For a moment I faltered until I realised that her wheelchair was her mobility and her independence: simply an extension of her. The fact that she lives her life in one is a given; something she accepted a long time ago. If I wanted to work with the students I had to step into their minds, understand how they saw the world and forget about how I saw them. And so for those few hours on a Tuesday morning, I learnt to be my best self, something that I don't think I achieved at any other time of the week. There was no room for frustration, judgment or doubt, there was only room for an unquenchable belief that we could achieve anything, accept everything, and do it all smiling.*

*So two years on, do I now know why I was intimidated and daunted at the thought of accepting the creative writing teacher role? No I don't. I have no idea. How blinkered was I?! Or perhaps how fearful was I of being outside my comfort zone, opening myself up to failure? But I got over myself, gave it a go, and for that I will always be grateful.*

**Alison Hitchcock**





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**SEPTEMBER**



# Shaun

Shaun joined Share in 2015, and studies digital skills, life and basic skills, catering, music and creative writing at Share. He is a quiet person, and when he first came to Share was a little reticent and nervous about interacting with staff and other students, and would avoid making eye contact with anyone. He would initially hold back from joining a class for some time, before eventually be cajoled by staff to start his lessons for the day.

During his time at Share, despite the difficulties Shaun has with verbal communication, he has started participating in discussions, engaging with his peers, and responding to open questions directed at him. Shaun is growing more confident everyday and is keener to take part in structured group activities. He is talking more in classes, and will now ask for help when he needs it.

Shaun is mindful of his environment and always packs away after lessons. He is also learning to take initiative, which



he does after observing his peers – for example, helping other catering students to tidy up after lunch, something he decided to do of his own accord.

Within the catering course, Shaun helps to make sandwiches and is

able to carry out such tasks with only minimal support.

Shaun is currently learning how to use Microsoft Office, and has shown a particular flair for using PowerPoint, and is now starting to work more independently after a little instruction. He has completed a number of units towards his digital skills qualification. He is good at problem-solving exercises and enjoys doing online puzzles.

Shaun enjoys listening to music, especially Busted and Rihanna, and is an active member of Share's music class, having a good sense of rhythm.

Shaun doesn't like busy environments, but loves travelling on public transport, often sitting at the front of a bus. And his favourite theme within our digital interactive immersive learning space is Clapham Junction. He has also been on a number of trips with Share's Go Anywhere, Do Anything project, including visits to see the London Motor Museum, the musical Kinky Boots and a dance show at Putney Arts Theatre.

“Recently, Shaun made eye contact, gave me the thumbs up and said hello. Up until now, I’ve always been first to say hello, and he’s tended to look away.” STAFF







# OCTOBER

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# Sophie

Sophie joined Share in 2015, and studies life and basic skills, and music. She is a friendly and welcoming personality who loves participating in group activities and being around people. She likes sparking up a conversation, whether it be asking questions or telling you about something she has done.

When Sophie first joined Share, she was very quiet and her lack of energy was evident. Sometimes, things would prove too much for her, which would result in her falling asleep during training sessions. One of the first subjects Sophie studied at Share was catering, but she found being on her feet for a lot of the day tiring and she had to give up this training. It took her some time to adjust to being in a sociable learning environment, but she would continue to participate and persevere.



Despite often finding it difficult, Sophie will always engage in anything active. This endurance and ability to push herself outside her comfort zone by taking part in sporting activities has helped to improve her fitness and energy levels immensely. She's now able to stay on her feet longer, and this has enabled her to go on a number of Go Anywhere, Do Anything trips with Share, including Nitro Circus, Matilda the musical, a tour of Wimbledon Tennis, Beautiful Octopus Club, Dirty Dancing and a Fifth Harmony concert. In addition, she is more engaged in her classes, and is hoping to return to her

catering training soon, something she'd really like to do.

Sophie loves music, particularly reggae, and dancing – she is always the first one up when she hears the first bars of any music playing, displaying a superb natural rhythm. She also has great self-awareness, and enjoys dressing nicely and having her hair and nails done, all things she has had the opportunity to do with Share's Women's Group.

Although always friendly, Sophie has grown more confident and lively during her time at Share, and will put herself forward to do more things more frequently. She has established great relationships with many of the other students and is often seen making them laugh with her bubbly and gentle nature.



“Sophie is now more bubbly and outgoing.”

FAMILY





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# NOVEMBER



# Charlotte

Charlotte joined Share in 2009 to study horticulture. In 2014, she decided she wanted to try some of Share's other courses as well, while continuing with her horticulture studies. She has since studied catering, digital skills and music, and also takes part in our regular yoga class.

A cheerful, bubbly personality, Charlotte throws herself into her studies with energy and enthusiasm, and loves learning new things. Charlotte is a very hard worker and enjoys teamwork, always showing a genuine willingness to help other people.

Charlotte is very proud of the qualifications she has gained at Share, and is currently working towards her Level 2 Certificate in Practical Horticulture Skills.

One of Charlotte's ambitions is to work. Since joining Share, Charlotte has had the opportunity to undertake work experience placements at the South Bank Centre and Shopmobility at Sainsbury's Wandsworth, which have all helped her to believe more in herself and her ability to get a job.

**“I like being at Share because it is a safe and happy place to learn and work and meet people.”** CHARLOTTE



Charlotte has also been a regular member of the Share Gardening team for some time now, gaining valuable work experience. She is currently working with Share's Job Coach to apply to join Share's bank staff as a gardener with Share Gardening.

Charlotte likes people and has lots of friends at Share, and could be considered one of our most sociable students. In total, Charlotte has been on 22 trips with Share's Go Anywhere, Do Anything programme, including visits to the Arsenal Tour at the Emirates Stadium, Up at the O2, Beautiful Octopus Club, Sky Garden, Chessington and the Taekwondo Championships.

Charlotte has grown in confidence and self-esteem since joining Share. She is much more open to new challenges and prepared to have a go at new things even when she is not too sure about them. She has a very positive outlook and does not put herself down as much as she used to when she first arrived at Share.

Looking to the future, Charlotte would love to move into a flat of her own, perhaps with her boyfriend. She dreams about having a baby one day, but at the moment getting paid work is top of her list.





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# DECEMBER



# Income and Expenditure 2015/16

## INCOME

Spot purchase	644,874	(68%)
Contract income	68,307	(7%)
Grants and donations	167,529	(18%)
Social enterprise	35,396	(4%)
Other income	36,041	(3%)
<b>Total</b>	<b>952,147</b>	<b>(100%)</b>

## EXPENDITURE

IT training	135,242	(17%)
Horticulture training	244,821	(30%)
Learning & guidance	282,274	(34%)
Employability training	115,088	(14%)
Marketing & fundraising	41,165	(5%)
<b>Total</b>	<b>818,591</b>	<b>(100%)</b>

## FINANCIAL PERFORMANCE DURING THE PAST 5 YEARS

Year	Income	Expenditure	Surplus/Deficit
2011-2012	880,845	772,750	108,095
2012-2013	702,042	690,787	11,255
2013-2014	690,513	688,660	1853
2014-2015	936,545	743,609	192,936
2015-2016	952,147	818,591	133,556

The Charity's income was £952,147 in the year ended 31 March 2016, compared to £936,545 in 2015. The net result was therefore a surplus of £133,556 during 2015/16, compared to £192,936 in 2014/15. The total expenditure was £818,591 in the year ended 31 March 2016, compared to £743,609 in 2014/15. The Charity held unrestricted funds of £897,324 at the year end, of which £632,328 is tied up in fixed assets.

## Thank you!

We could not do what we do without the generosity of our funders and supporters, and the many individuals who contribute towards our work.

Locally, special mention must go to the Tooting Business Network, the Khalsa Centre in Tooting and SDS London who have continued to be wonderfully supportive over many years.

### Anton Jurgens Charitable Trust

Asda

Awards for All

Baily Thomas Charitable Fund

Battersea Park Rotary Club

Battersea Power Station Foundation

Beatrice Laing Trust

Centre 4 Learning

City Bridge Trust

Garfield Weston Foundation

Honeyman Charitable Trust

Ian Karten Charitable Trust

Khalsa Centre, Tooting

London Catalyst

### London Community Foundation

Marks and Spencer

Oxfizz

SDS London

S J Honeyman

Sterling Media

Thomas J Horne Memorial Trust

Tooting Business Network

Waitrose Community Matters

Wandsworth CCG

Wimbledon Community Grant

Wimbledon Foundation

Wolfson Foundation



# Do you know you're beautiful?

During the course of the year, Share Students worked with Diana Sawaya, a therapeutic arts tutor, to paint a self-portrait. The aim of the project was to capture the expression of a smile to explore identity and understand one's own individual beauty.

We wanted to make sure that anyone who wanted to participate could, irrespective of ability. This inclusive approach involved taking photos of those who wanted to take part, photocopying the images and tracing them to create large format sketches. Each student then decided how he or she wanted to paint their self-portraits by exploring colour and brush strokes, concentrating positively on their self-image to build self-confidence and produce an expression of themselves – and that is what you see in this year's calendar.



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Registered Company 1081030