

Impact report 2018–19



What's inside?

Pg. 04 | Our core services



Pg. 06 | How we change lives



Pg. 10 | Reaching out



Pg. 15 | Future plans



About us

Founded by parents of a deaf child over 35 years ago, The Elizabeth Foundation is a national charity supporting young children with all degrees of hearing loss to learn to listen and talk. Having a hearing loss can significantly affect a child's ability to communicate. However, with modern technology and appropriate intervention during their early years, most deaf children can – and do – learn to communicate clearly and effectively using spoken language. We provide our services to offer young children with hearing loss the best possible start in life.

The Elizabeth Foundation is committed to the 'Multi Sensory Oral Approach.' Through this approach we encourage deaf children to develop speech, language and listening skills using all of their senses in a natural, fun, child-centred environment.

About this Impact Report

This Impact report provides a summary of our activities during the year from August 2018 to July 2019, encompassing the 2018–19 school year in our nursery.



Contents

Message from our Chief Executive	03	Working together	11
Our core services	04	Spreading the word	12
'Listen groups'	05	Funding	12
How we change lives	06	Fundraising highlights	13
Oscar's story	08	Corporate support	14
Alex's story	09	Grantmaking trusts	14
Reaching out	10	Future plans	15

Message from our Chief Executive

The end of each school year brings a time of self-reflection and assessment here at The Elizabeth Foundation. We ask ourselves: 'How can we improve the support we provide to deaf children and their families?'; 'What should we alter about our services in this ever changing world so that we can continue to meet the varying needs of families?'; and, equally as important, 'What have we done well over the past year that we can learn from?'

With recent budget cuts to funding, reduced numbers of Teachers of the Deaf and larger caseloads all-round, providing family-focused support to children is becoming more difficult on a national and local level. At a time when all statutory and voluntary services are being increasingly stretched to capacity, demand for our services continues to rise.

As a charity, we are ensuring that we can meet this challenge head-on. One of the many ways we are doing this is by growing our volunteer programme. Historically, we have always relied on volunteers to work alongside our staff to provide Ofsted 'Outstanding' services to our children and families. We certainly could not do what we do without the support of our dedicated and talented volunteers. Their work impacts on almost every area of the charity: in our nursery; on the fundraising team; and providing administrative support.

As an organisation, we have invested in our volunteer programme, ensuring that they have the same benefit, care and consideration as

each member of our staff. This means having a robust application, interview and induction process, and an on-the-job mentoring programme. Our volunteers are crucial to the work we do, and we want them to feel 100% a part of our staff, charity and family.

Long-standing volunteer Kate Bowerman is one of our Classroom Volunteers. She assists our teaching team with a wide range of activities, as well as often helping out at our various fundraising events. Kate received a Commendation in the Portsmouth Inspiring Volunteer Awards 2019, reflecting her many years of dedicated volunteering at The Elizabeth Foundation where she has become a vital and reliable part of our team.

We can't thank our volunteers enough for the vital support they provide to the charity. We are so grateful for all they do to help achieve our mission of supporting deaf children to learn to listen and talk.

Julie Hughes
Chief Executive



Our core services

The first five years of life is a critical period for all children, developing vital cognitive, linguistic, social, emotional and physical skills. For deaf children and their parents the early diagnosis of a hearing loss and expert, early advice and intervention to support each stage of development is crucial.

The Elizabeth Foundation supports families right from the time of diagnosis, often when a baby is only a few weeks old. Our skilled and experienced team of Teachers of the Deaf, Speech and Language Therapists, Specialist Nursery Assistants and Volunteers are able to guide and support parents at every step of their child's journey through the preschool years.

Baby groups

Who we helped and how:

During the year, we supported a total of 18 babies and their families through our weekly baby sessions, offering group activities with practical games, information, advice and guidance around topics such as family support, technology, listening, language and speech. We also offered 1-to-1 sessions with each family so that we could provide tailored support to meet their individual needs.

Parent feedback indicated that as a direct result of attending our baby sessions, they feel more confident about their child's technology and the different ways that they can support their child's communication development. They particularly valued the parent to parent support that they received throughout their time in the baby group.

"It had a very positive impact on us, most importantly my son. He understands the importance of listening and communicating and enjoys doing it at the same time. You have boosted our confidence as a family and it is so nice to know we are not alone in this journey."



Toddler and preschool groups

Who we helped and how:

64 children attended our toddler and preschool programmes during the 2018–19 academic year, travelling to our Family Centre from 13 different counties across the South of England.

Our sessions follow the Early Years Foundation Stage Curriculum, as all nurseries do, with extra emphasis on listening, language, speech, and social communication. The day is very structured for the children, including a circle time, a snack time, language focus and listening activity, story time and creative expression. Of course, the children also benefit from our

well-resourced play equipment and outdoor learning area. What looks like play is actually a very well thought-out and planned learning programme tailored to meet the various needs of the children attending the nurseries.

During the year, 36% of the children had additional physical, sensory, health or learning needs (up from 15% the previous year). 21% of the children were learning English as a second language or had a bilingual home environment (where the family uses at least one other language, besides English). This increased from 14% in the previous year.

“The Elizabeth Foundation has been as much like a family to us as it has been a wonderfully nurturing early learning setting. Words simply cannot express the incredible impact it has on our deaf son and on the rest of the family. Teaching us how to communicate with him with no inhibitions, helping to remove fears and making us realise that life with a deaf child can be more than just OK, it can be wonderful.”

‘Listen’ groups

Who we helped and how:

Our ‘Listen’ groups support children who have a hearing loss which will cause them to find challenging listening environments difficult to function in, but don’t necessarily need the support of our core services. This includes children with mild / moderate hearing loss and one-sided hearing loss. In addition, many children with Down syndrome experience chronic conductive hearing loss, which fluctuates over time and impacts on communication. The purpose of our ‘Listen’ groups is to support the development of listening skills so that these children can be the best listeners they can be in challenging environments, despite the presence of their hearing

loss. Over the past academic year, we have supported 19 children in the groups, running 22 sessions over 11 months.

“This group is a life saver – I felt isolated, unsupported and alone before finding them. I have learned how to support my daughter’s listening, playing and socialising skills and feel much more confident.”



How we change lives

We monitor each child's progress regularly during their time at The Elizabeth Foundation using regular detailed assessments and ongoing informal observations. This enables us to build a picture of each child's unique skills, to work together as a team to identify areas of strength and areas of need so we can support families to be able to address these.

Language skills

During the 2018–19 academic year, we recorded progress on 63 children. 44 of those children have made significant progress in their language skills over the year, most of whom made faster progress than their hearing peers over the year.

A further 17 children had started to make progress in their language skills. Many of these children had additional needs, including social communication difficulties, seizure disorder and health needs. Two others were still adjusting to new hearing aids or cochlear implants.

When children receive new technology, their initial progress can often be slow, as intensive rehabilitation and listening practice is needed to help them learn to recognise and make sense of the new sensation of sound. Despite the fact that progress can be slow, this initial period can often be the most exciting and rewarding time for parents as each small step their child makes (like recognising their own name) represents the result of months of hard work, and is a cause for celebration.

Speech clarity

Our Speech and Language Therapists also carried out assessments of 62 children's speech sounds. 37 of the children were able to participate in at least two formal speech sound assessments during the year. The other children were assessed through informal assessment and observation, as well as feedback from their parents and teachers about their intelligibility.

35 children had made significant progress with their speech sound development. An additional 15 children had begun to make progress – many of these were younger children from our toddler group and so were at an earlier stage of language development, were just beginning to add more sounds to their babble, and / or were beginning to build a small vocabulary of recognisable words.

For those assessed as yet to make progress, some were awaiting cochlear implants or had cochlear implants through the year and did not yet have the foundation listening skills in place to build speech sounds. Others had additional needs affecting their ability to produce sounds clearly.



Whilst Speech and Language Therapists are able to make a clinical assessment of the sounds a child is using, when it comes to speech the most important feedback always comes from the child and their family. Is the child's speech intelligible to their parents, siblings, nursery staff and their friends? The main aim of our therapy intervention is successful communication – not "perfect" diction or 100% "correct" production.

One family, whose child had been struggling with his speech, described how their son has at times felt, "sad and frustrated when he isn't fully understood". We were thrilled to hear their feedback during the year – following therapy to target his use of the 'f' sound: "Today, out of nowhere, he said "Mummy I am FOUR" absolutely perfectly! To most parents this probably seems very insignificant, but it's a huge milestone for him. I am so grateful for all the hard work his amazing teachers and therapist have put in."

Relationships with peers

We work with our children to help them to use all the methods of communication available to them, and to develop their skills for their own independence and the benefit of their peer-to-peer relationships.

During the year, our teaching staff and therapists monitored all the children using the 'Making Relationships' score in the Early Years Foundation Stage Framework (EYFS), published by UK Government's Department for Education. We also used observations and feedback from families to evaluate children's progress.

26 of our children ended the year with a score that was within the expected band for a child of their age. We have counted these children as having made 'significant progress'. Although they may not use all the same communication skills as their hearing peers, they have

developed strategies that have enabled them to form effective peer relationships.

29 children had 'started to make progress'. Some had made measurable progress on the EYFS framework (although remaining delayed compared to their hearing peers) whilst others had not improved their score on the EYFS measure – but were judged on observations or parental report to be making progress.

8 children were 'yet to experience progress'. Some had additional needs which impacted their social communication and interaction skills or affected their levels of attendance in group settings. Others were not currently getting the access to sound needed to help them to develop their communication skills (for example they were awaiting cochlear implant surgery).



Oscar's story

Initially, Oscar did not pass his newborn hearing screening on the first three attempts and only got the all clear following a bone conduction test. As soon as we were home from hospital it became obvious that he wasn't responding to everyday noises – the dog barking, a plate being dropped, etc – so we were referred to community audiology. They diagnosed Oscar with a moderate conductive loss, which they then monitored every three months and there was very little measurable change at each visit.

However, by the time Oscar got to 12 months we had become really concerned. He made no babbling or attempt at speech, he didn't sleep as he was scared of the dark with no sound and being unable to see, he cried frequently and became increasingly frustrated. In desperate need of support, I remembered hearing about The Elizabeth Foundation on the radio before Oscar was born as it was one of their station's selected charities.

We looked them up and their website was fantastic – finally we had found information we could relate to. I sent Julie a message and asked if Oscar might be the kind of child they could help. Julie rang me straight back and spoke to me for a long time. She gave me lots of suggestions of things that might help us and also invited us to their monthly 'Listen' support group. It was fantastic, a group of parents all in similar positions with similar struggles and

concerns. Oscar loved the sessions and Julie gave us loads of activities we could try at home to encourage his speech and language development.

Oscar was referred to our local hospital audiology team, and at our first appointment they offered hearing aids which they fitted a few weeks later – this in our eyes was the turning point we needed. Oscar also started attending the Foundation's toddler group with Nicki. His speech blossomed over the next 12 months with Nicki's support and as he was able to express himself his frustrations settled. He became so confident and chatty, and he moved up to Rachel's preschool class at Easter this year.

I know it's a bit of a cliché when people use the term "life changing" but The Elizabeth Foundation is exactly that. We found them at our lowest, they supported both Oscar and our family and gave us the tools to really help him. The work they do is simply amazing – they are so committed to supporting each child. I haven't even mentioned teaching assistant Lily – who has been with Oscar through toddlers and now into preschool – and all the other fantastic and dedicated staff, each and every one of them is amazing. Now Oscar is flying, he never stops talking, he's confident and hilarious to be around!

Michelle Smith





Alex's story

I was two when I was diagnosed with Widened Vestibular Aqueduct Syndrome and Mondini's Syndrome. It took two years and two months to get diagnosed and I was falling behind.

I was not talking and I was not responding to many sounds. With very determined parents, I eventually had a hearing test and an eye test. My eyes were perfect, but my hearing loss was confirmed.

I was fitted with hearing aids and I gradually learned to respond to the sounds around me. My grandma told me that she took me to the Witterings beach and I sat there by the shore line, my feet in the water, just listening to the sound of the waves crashing onto the shore. It was the first time I had ever heard the high pitch frequency of the waves.

I went to The Elizabeth Foundation, and it was there that I learned how to speak and how to communicate. My whole family were involved in the programme and without them, I would not be the person I am today. I have gone from not knowing whether I would ever speak or hear to applying to Royal Holloway, University of London to read Law. Much of my success is down to my early years and the support I had right from the start, from my family and from the Foundation.

At the age of 8, I lost the remaining hearing I had in my right ear and I got a cochlear implant in that ear. Once I adjusted to my new technology, I went from strength to strength. In year 5, I was top of my set in English. Time moved on and I progressed to secondary school at The Petersfield School.

In Year 9, at the age of 14, I decided that I wanted a second cochlear implant. Within a few days, I was hearing words and sentences through my new technology.

During Year 10, I undertook my Duke of Edinburgh Bronze Award. At the end of that year I applied for Head Boy and I was awarded the role of Deputy Head Boy. The role I had was such a positive one because it helped me realise that I could do anything.

I moved to Sixth Form College to study Law, History and Creative Writing. I was successful in getting the A Level grades I needed to get into Royal Holloway, University of London to study Law, and I have just started my second year. Being deaf inspires me to work – I have this constant determination to prove myself. Watch this space...!

Alex Strickland

Reaching out

Our core services continue to expand and include families from across the South of England. However, as a charity we are committed to supporting deaf children and their families from across the UK and we do this through our Outreach Programmes. Our Summer Residential Programme assists families from across the UK and Ireland, whilst our online Let's Listen and Talk programme benefits families nationally and internationally.

Summer programme

Who we helped and how:

In August 2018, we held our fourth Summer Residential Programme here at our Family Centre in Hampshire. We had families attend from all across England as well as Northern Ireland. 8 children attended the nursery; 5 siblings attended the sibling programme; and 16 parents and 2 grandparents attended the parent education sessions. Parent education was supported by young deaf adults (and former pupils of the Foundation), a Speech and Language Therapist, the University of Southampton Auditory Implant Service, Audiology services, Music Therapists, Teachers of the Deaf, a Sensory Integration Therapist, Cochlear, Advanced Bionics, CICS and the National Deaf Children's Society.

"Thank you for a fantastic week. Our children have been given lots of happy memories and great experiences, they learned a lot in a fun and positive way... We felt like partners in our learning experience. Thank you for inspiration. We loved every moment of your summer programme."

Let's Listen and Talk

Who we helped and how

We continued to provide support to families from across the UK and abroad using the online Let's Listen and Talk programme. During this academic year, we launched a pilot programme using the online programme in a triangulated way, involving the family, their local Teacher of the Deaf and The Elizabeth Foundation working

together to provide the highest level of support to families. During the year, 10 local authorities, 14 teachers and 21 children and families from across the UK and abroad signed up to this new multi-agency pilot service. Of course, families were still able to still sign up to the programme in the usual way, and we had 17 additional families enrolled and continuing to benefit from the online services.

"I didn't realise there was help like this. The activities help a lot with ideas for things to do with my baby. I'm feeling a lot more confident and feel very reassured that I am seeing progress."



Working together

We continue to work together with other organisations to provide the best possible family-focused support and the highest level of care to our families. During 2018–19, we:

- Actively participated in two research projects focused on language and literacy – one with the University of Grenoble Alpes, France and one with City University, London.
- Presented at the AG Bell International Conference in Madrid and attended the European Investigations Conference hosted by Advanced Bionics.
- Met with staff from Cochlear and Advanced Bionics, who gave staff updates on technology.
- Hosted a Training day for The Ear Foundation and an Information Day for Advanced Bionics.
- Liaised with new staff at the National Deaf Children's Society (NDCS).
- Provided articles for Cochlear Implanted Children's Support Group (CICS) newsletter.
- Continued to work closely with our partners Portsmouth Hospitals NHS Trust Audiology service and University of Southampton Auditory Implant Service.
- Presented a one-day training programme in Belfast to professionals.
- Attended Special Educational Needs (SEN) Cluster meeting in Portsmouth.
- Presented to Pan-Sussex Screeners meeting.
- Attended Children's Hearing Services Working Groups (CHSWG) meetings with local professionals.
- Attended a stakeholders' meeting in Winchester with professionals in the area.
- Attended a National Sensory Partnership / Head of Sensory Service national meeting.
- Presented to Specialist Team in Bedfordshire.
- Gave lectures to students in the Psychology Department, University of Portsmouth.
- Presented to Training Teachers of the Deaf, University of Hertfordshire at Mary Hare.
- Presented at the Clinical Excellence Network for Speech and Language Therapists in Southwest and Wales.
- Hosted 52 visiting professionals, including Teachers of the Deaf, Speech and Language Therapists, Cochlear Implant Teams, Occupational Therapists, Physiotherapists, training Teachers of the Deaf, training Health Visitors, training Midwives, Paediatric ENT consultant, Paediatric ENT surgeon and various members of Portsmouth City Council Education team.



Spreading the word

We use a wide range of marketing channels to raise awareness about the impact of our work and to raise funds to help more deaf children learn to listen and talk.

At the start of 2019 we launched our brand-new website, developed in-house by our Digital Media Manager. It has been designed to work on smartphones and tablets as well as computers, and has a range of new features including an online shop, events listings and a secure online donation system. We also refreshed the content to offer the most up-to-date information.

Throughout the year we continued to grow our social media presence and reach with more frequent posts on Twitter and Facebook, and by creating new profiles on Instagram and LinkedIn.

During 2018–19 we have also seen more supporters making use of the fundraising facilities provided by Facebook and Instagram, making it quick and easy for them to fundraise from followers and friends on social media – and this is only likely to continue to increase.

Funding

Every year, The Elizabeth Foundation has to secure all of the income it needs to meet its charitable aims and objectives. As we receive no core funding from government we depend on the support of families, friends, grantmaking trusts, businesses and the community.

Our sources of income during 2018–19*

Grants	Contracts and fees	Legacies
31% £257,508	24% £197,102	18% £150,493
Donations and gifts	Fundraising events	Investments and interest
17% £139,038	9% £76,827	1% £9,521

How we spend your money

For every £1 donated:

67p goes directly to helping deaf babies and children learn to listen and talk

21p goes on raising funds and awareness

12p goes on governance costs and running the charity



*We have based these summary figures on the audited figures in our Annual Report and Accounts 2018–19.

Fundraising highlights

In the past year 2018–19 we have benefited from a wide variety of fundraising activities and we applaud the dedication and support of all those involved.

Family fundraising

We very much appreciate the fundraising and awareness raising undertaken by family members who know first-hand the difference The Elizabeth Foundation has made to their children. This year has seen families and their friends participate in golf days, parachute jumps, runs, Alpine hikes and abseils.

Grandparents are always a wonderful source of support – and here are just a few examples of how grandparents have helped during 2018–19:

- Amersham Community Choir were approached by grandparents Tony and Susan Rayne – and their choral concert raised over £2,000.

- Lyn and Ray Astridge organised a dinner dance as well as raffles in their local community in their village and raised over £1,100. Lyn said “Our association with The Elizabeth Foundation started over 3 years ago when one of our granddaughters was diagnosed as being profoundly deaf. Having just learned that her younger sister is also deaf we just had to organise a second charity dance.”
- John Crook, President of his local Catenians men’s group, raised over £2,000 throughout his year in office.

Families and volunteers are often a key channel of school support. Through past pupil Toby Shek, and his family, we were fortunate to receive £9,500 from Hoe Bridge School.

Community and sports groups

Raising awareness amongst social, religious and philanthropic groups is a key source of funding. We are grateful to both Basingstoke and Portsmouth branches of the Royal Order of Antediluvian Buffaloes for their incredible support in donating over £7,000. We also received support from a number of local Masonic chapters and Rotary Clubs, including Portsmouth North Rotary whose generosity has enabled us to refurbish the Parent Room.

Connections via family and friends often lead to us being selected by local sports clubs as their charity of the year. One of our classroom volunteers introduced us to the Ladies’ Captain of Hockley Golf Club and as a result they raised over £1,700. The Clanfield Challenge – a local run – donated £400 as a result of one of their sponsors knowing our Fundraising Manager.

For over 20 years, the Broadside Mummies have toured local pubs for a week in December to entertain and amuse customers in exchange for a donation to The Elizabeth Foundation. During Christmas 2018, they collected over £2,400 and we are grateful not only to the Mummies but to the publicans and also the volunteer drivers who enable their fundraising to take place.



Corporate support

We were delighted to be chosen as the Corporate Charity for Specsavers' Technical Division at Whiteley for two years. Both organisations worked in close collaboration so we could support Specsavers' staff in their fundraising efforts and welcome them to the Family Centre to see for themselves the difference they are making to the lives of preschool deaf children and their parents.

"From day one, our experience with The Elizabeth Foundation was that it was very much about how we can help each other."

Rick Kocher, Specsavers

Stagecoach South raised nearly £1,700 in donations by selecting us as the charity for their Santa Bus 2018. They also provided a bus for our preschool transport topic and took part in our Summer Community Fayre.

Keys Trips and Events are longstanding supporters raising awareness and funds on their tours and holidays. They worked alongside our fundraising team to arrange a zip wiring weekend in Wales with their customers taking part in this challenge and raising over £4,000 – with further events being planned.

We were delighted to be one of the charities for the hugely successful Victorious

Festival 2018 affording big screen video coverage during the festival and a donation afterwards.

The staff of Glanvilles LLP held quiz nights, bake sales, barbecues and continued their adoption of The Elizabeth Foundation into a second year because of the benefit to both organisations.

Support was not just monetary as companies offered teams of volunteers, gifts in kind, and services pro bono to make a difference. The staff at Zurich Insurance provided gifts wrapped by their volunteers for our Christmas Bazaar. The team at The Marriott, Portsmouth, painted our outdoor play equipment and cleaned our paths – and even helped us track down the Easter Bunny and Father Christmas for festive visits!



Grantmaking trusts

We continue to be so grateful to the many trusts and foundations who support our work and make such a positive difference to our beneficiaries, including The QBE Foundation, Awards for All and Ovingdean Hall Foundation. Whether funders are able to favour us with a grant of £100 or significantly more, it is always received with sincere thanks and our assurance that we spend our grants wisely to meet the most urgent needs of our young deaf children and their families. Deputy CEO, Karen Vaughan BEM said, "It is always a pleasure to welcome funders to our Family Centre in Cosham to see the impact of their generous giving and to provide updates which demonstrate the impact we have had by working together. We would love to hear from any funders who are interested in supporting our work in 2020 and beyond!"

Future plans

During the forthcoming 2019–20 school year we plan to focus on:

- Maintaining and continuing to improve our Ofsted 'Outstanding' core early years services that support deaf children and their families.
- Enhancing our parent education programme, running monthly sessions on focused topics, chosen by the parents because they are relevant and timely, supported by new video information resources.
- Sourcing external auditing opportunities to improve and enhance our services to deaf children and their families.
- Continuing to support and mentor a range of students, gaining experience through placements in our nurseries.
- Growing our online service, Let's Listen and Talk, to support more families that could benefit from this unique programme.
- Building on our pilot programme for Let's Listen and Talk, working in partnership with Teachers of the Deaf from Local Authorities across the UK.
- Creating a technology strand to Let's Listen and Talk that highlights information about cochlear implants.
- Creating a new strand to Let's Listen and Talk that supports the use of music with deaf babies, toddlers and preschoolers – giving practical advice and guidance to parents and professionals.
- Increasing awareness of our charity and our services across the UK.
- Ensuring the charity remains sustainable through continued development of our fundraising and professional and voluntary partnerships.
- Building our volunteers' programme by improving our recruitment and support of volunteers.
- Maintaining and growing our partnerships with Portsmouth Hospitals NHS Trust Audiology Service and the University of Southampton Auditory Implant Service, improving the care that we provide to children and their families in the local area.
- Building new partnerships that expand the services we can provide on-site, supporting children and families.
- Keeping families at the heart of everything we do!



Thank you!



To donate or support our work please visit our website or get in touch.



The Elizabeth
foundation



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The Elizabeth Foundation – helping deaf
children learn to listen and talk.

Registered Charity No. 293835.

A charitable company limited by
guarantee, No. 1960980, registered in
England. Registered office as above.

“As parents we felt like we were a part of a big Elizabeth Foundation family where when people say – ‘Please let me know how I can be helpful’, they genuinely mean it.”