

# Impact report



The Elizabeth  
foundation

2023-24



# About us

The Elizabeth Foundation supports communication development for deaf children and their families, using a multisensory oral / aural approach to facilitate learning in fun and child-centred ways.

We help deaf children learn to listen through their hearing technologies and to talk clearly and confidently. Our skilled team of Teachers, Speech and Language Therapists, Specialist Nursery Assistants and volunteers also provide emotional, educational and practical support to parents throughout the preschool years.

The charity was started over 40 years ago by the family of a deaf child, and we remain committed to providing family-focused services that encourage learning through enjoyable and practical everyday experiences.

Our nursery programme is rated as “Outstanding” by Ofsted and has also received the accolade of Early Talk Level 3 Specialist Accreditation from Speech and Language UK (formerly I CAN).



Accreditation -  
Specialist Level

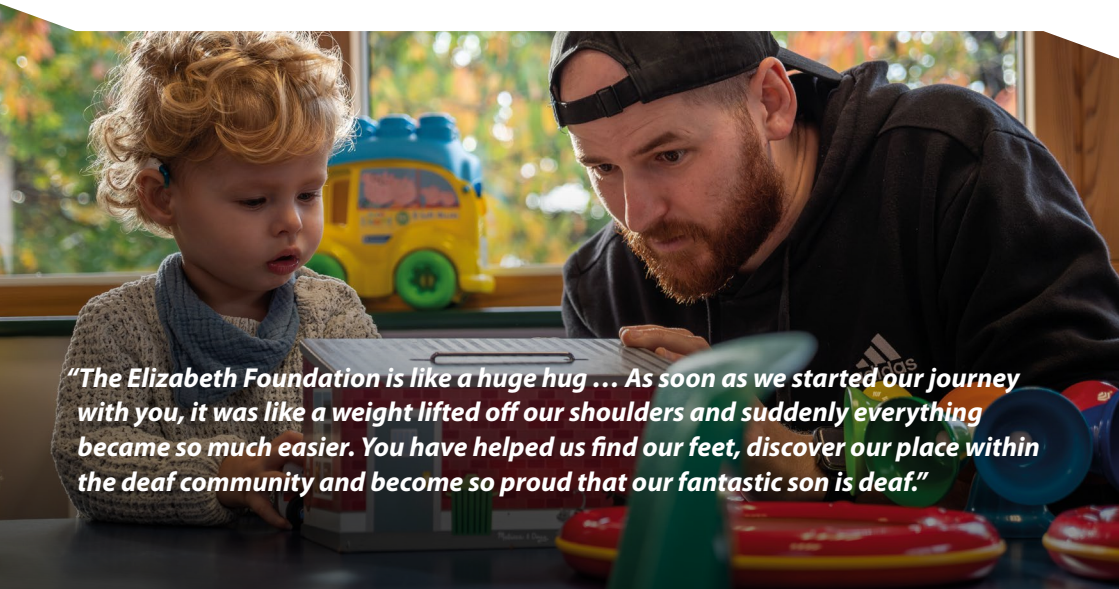


## About this Impact Report

This Impact Report highlights the services of the charity over the last academic year and the impact those services have on our beneficiaries. It covers our activities during the year from August 2023 to July 2024.

### Contents

Message from our Chief Executive	03	Working together	11
Our core services	04	Smiley Charity Film Awards	12
How we change lives	06	Funding	12
Reece's story	08	Fundraising highlights	13
Harry's story	09	Grant-making trusts	14
Reaching out	10	Future plans	15



*“The Elizabeth Foundation is like a huge hug ... As soon as we started our journey with you, it was like a weight lifted off our shoulders and suddenly everything became so much easier. You have helped us find our feet, discover our place within the deaf community and become so proud that our fantastic son is deaf.”*

# Message from our Chief Executive

The Elizabeth Foundation offers a wide range of services to support communication development for deaf babies and children. Depending on where you live in the UK, we can support you in a variety of ways. If you live in the South of England, you can attend our nursery services at our family centre in Hampshire. Comprising of weekly baby, toddler and preschool sessions, and monthly listen groups, families can benefit from face-to-face services that include Teachers of the Deaf, Speech and Language Therapists, Specialist Nursery Assistants as well as having the opportunity to meet other deaf children and their families.

For parents and children who live too far to attend our family centre, they can join our free online programme called Let's Listen and Talk. The baby, toddler, preschool, technology and music programmes provide advice, guidance and information to parents and professionals, as well as hundreds of practical games and activities that foster communication development. Parents can email, video-call or ring to talk to a member of our team with any questions or concerns.

And lastly, for deaf children aged 3 to 5 years, we run our intensive summer programme, that includes preschool, sibling and parent sessions

in a week-long family-inclusive environment. The nursery is supported by a Teacher of the Deaf, Specialist Assistant, Educational Psychologist, and Speech and Language Therapist. We also work with our audiology and cochlear implant team partners to ensure that all technology is appropriate and working and any concerns can be discussed.

As a charity we continue to try to expand the work we do to meet the many varied needs of families. And to do this, we rely on our very talented staff as well as our many volunteers and supporters to ensure we have the necessary funding and resources to continue our life-changing work with deaf children and their families. To all of our supporters we say thank-you and well done, because it is your hard work and effort that contributes to each of our deaf children being confident communicators and each of our parents being confident advocates on behalf of their children. I hope you enjoy reading about the achievements made by our children and families during the 2023-24 academic year.

**Julie Hughes**  
Chief Executive



# Our core services 2023-24

79

**families** were supported through nursery sessions at our Hampshire family centre. From the moment deafness is identified and children begin their journey of developing their speaking and listening skills, The Elizabeth Foundation is right beside them with advice, guidance and information as well as practical activities and strategies to support their development through the preschool years.

78

**baby sessions** were attended by 19 families who benefited from support during, or soon after, the identification of their child's deafness. Various topics included responses to cooing and babbling, the importance of visual cues, engaging in stimulatory play and experiencing sound. Parents learned how to effectively incorporate key, little things into everyday life, in order to encourage their baby's communication development.

114

**toddler sessions** helped 21 families feel empowered to support their child's developing communication skills in engaging and focused sessions. Parents attended with their child, growing in confidence with ideas, games and strategies to build communication and learning at home.

301

**preschool sessions** helped 37 children to become confident communicators, engaging all aspects of their attention and listening skills. Through specialist teaching strategies, each child accessed the Early Years Foundation Stage Curriculum in an environment where their increasing spoken language skills, independence and unique personality was supported and celebrated.



21

**monthly Listen! group sessions** provided 12 families with a space to share experiences and support each other whilst being guided by activity-filled sessions to encourage communication, listening and language for their little ones.

330

**speech and language therapy sessions** were delivered for toddlers and preschoolers to directly support each child's communication in a one-to-one setting. Assessment, monitoring and implementation of tailored individual education programmes provided children with the skills needed to facilitate development of strong listening, understanding and spoken language abilities.

9

**families** took part in a BSL Level 1 course to improve their signing skills and, in turn, enhance their child's communication.

12

**local authorities** provided their services to families travelling to our Family Centre. This facilitated partnered working with the professionals helping these families. These families came from Dorset, Surrey, Hampshire, Southampton, London, Portsmouth, West Sussex, Isle of Wight, Hertfordshire, Middlesex, East Sussex and Oxfordshire.

***"It has been absolutely the most unassumingly inclusive place that our son visits; even when we did, you saw no barriers, only possibilities! You taught our son to listen and to learn and to enjoy both. It remains a place of enduring positivity, comfort and ambition. We will be forever grateful."***



# How we change lives

Each of the children in our preschool and toddler groups receives tailored input in our specialist early years nursery setting. They also receive regular individual input from one of our Speech and Language Therapists, which includes parental support and education. Our Multidisciplinary Education Team contributes towards assessments of each child's progress each term.

53 children attended either our toddler or preschool groups this academic year, including 9 children who joined part-way through the academic year (either moving up from babies or starting to attend our services for the first time). There were two children who left us before the end of the year.

Just over one-quarter (26%) of the children had additional needs, other than deafness, which was lower than the previous year. Our numbers are just under the national average reported by the National Deaf Children's Society (NDCS). This year 11% of the children were being raised in a bilingual environment (where one other language, spoken or signed, besides English is used fluently as one of the family's main languages), which is slightly lower than the national figures reported by the NDCS.

## Language skills

At the start of the academic year (September 2023), 91% of the children who we assessed in the autumn term had delayed language skills. By the end of the school year (July 2024), we found that 38% of the children we assessed had achieved language scores that were equivalent to, or above, their hearing peers, or were no longer presenting as delayed. During this academic year, we completed at least two receptive and expressive language assessments for 51 children, and of these children:

- 96% had made progress with either receptive or expressive language, or both.
- 76% had made progress that was either equal to or faster than their hearing peers (they made one or more months progress for every

month they were with us). This means they are beginning to close the gap between their delayed skills and those of their hearing peers.

- 24% had made progress with their language that was at a slower rate – it is important to note that even these small steps can make a huge difference to a child's day-to-day communication, laying the foundation for future progress.

## Speech sound skills

Our Specialist Speech and Language Therapists also monitor and assess each child's speech sound development – how accurately they are able to produce sounds and words, and how intelligible their speech is to others.

For younger children attending our toddler groups, our focus is on the foundation skills of listening and language as we support them to build and establish their early vocabulary (a crucial stage which precedes the development of speech clarity).

Once children reach our preschool groups they may be able to participate in formal assessment of their speech sound development and, if appropriate, may also be ready for more focused and direct speech sound therapy work. Of the preschool children formally and informally assessed by the Speech and Language Therapists:

- 78% had improved the proportion of individual phonemes (sounds) they could correctly produce in spoken words – this means they were using a higher number of accurate sounds in their words.
- 11% had made about the same percentage of errors on their first and second assessments and / or were felt to have maintained their clarity level or be just beginning to show improvement.
- 11% had not made progress or the proportion of errors had increased – the reasons were felt to include ongoing specific speech sound difficulties, or a suspected drop in hearing levels.

## Social interaction

This was our fourth year using our own social communication checklists, which we have specifically developed to measure the social communication and interaction skills of the children who attend our setting. This year we assessed 42 children using this measure on at least two occasions, and of these children:

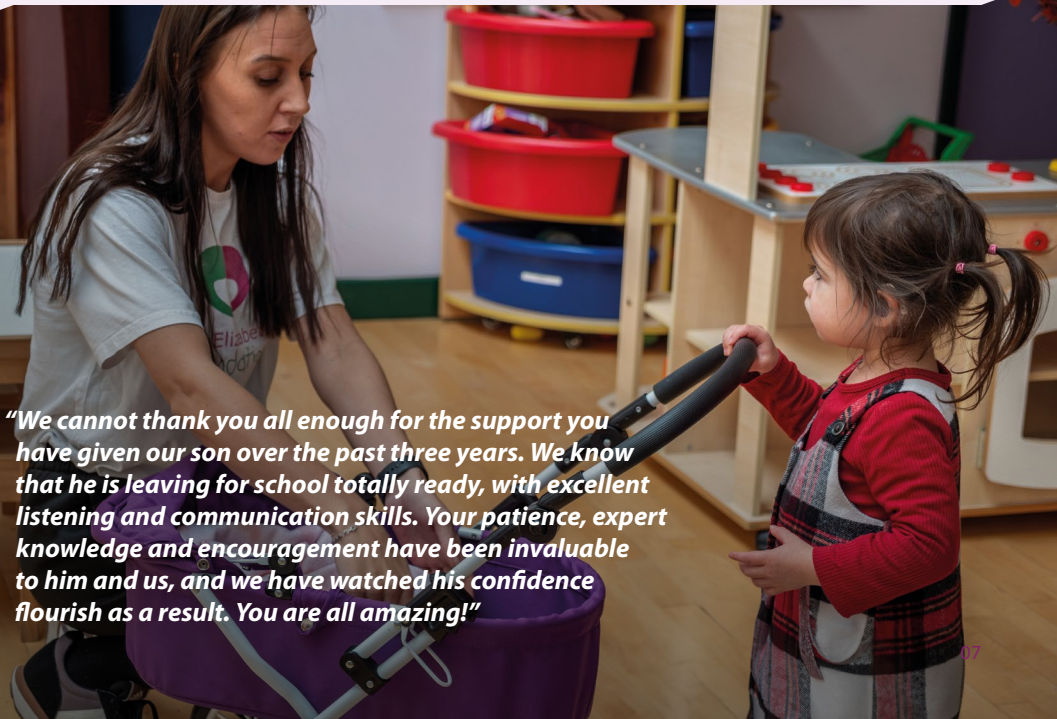
- 71% had made measurable progress – indicating that they had made improvements with their ability to communicate with adults and peers, and form friendships within the nursery.
- 24% children had achieved a score that was the same or very close to their previous score – indicating that they had maintained their skills.
- 5% were showing an increase in difficulties with social communication, which could be down to becoming more reserved when moving to a new group (e.g. from toddlers to preschool) or to increased frustration around language, increased awareness of their own needs, or the impact of other factors socially or developmentally.

In our current cohort many children and families have been affected by previous COVID lockdowns, having had fewer opportunities to attend groups or other settings. We continue to reflect how we can identify, assess and support children with social communication difficulties at our setting to ensure we can address the ongoing impacts of COVID.

## Starting school

In July 2024, 24 children left our preschool services, ready to start school in September 2024, and of these children:

- Fourteen will be attending mainstream placements in local infant schools.
- Seven will be attending schools which have a language or hearing impairment resource base.
- Two will be attending Independent schools.
- One child will be attending a specialist school for children with additional needs.
- Thirteen will have an EHCP in place to ensure they receive the appropriate support in school.



***"We cannot thank you all enough for the support you have given our son over the past three years. We know that he is leaving for school totally ready, with excellent listening and communication skills. Your patience, expert knowledge and encouragement have been invaluable to him and us, and we have watched his confidence flourish as a result. You are all amazing!"***

# Reece's story

Reece is our second child, born full term and healthy in September 2019. Although he passed his newborn hearing screening, we became aware of his hearing loss at 12 months when he had not developed speech as expected for that age. Due to COVID-related delays, it took another six months for him to be diagnosed with a bilateral profound hearing loss. He was then quickly assessed and approved for cochlear implants, and switch-on came at 2½ years old.

With Reece turning four and about to start school in the autumn, we felt this would be the perfect time to attend The Elizabeth Foundation's Summer Programme. We had heard countless positive stories of others' experiences, so it was no surprise that we decided to attend.

On our first day, Reece and his seven-year old brother Kaiden settled quickly and were happily playing as we said goodbye and headed to the parents' room. Reece attended the preschool nursery with three other deaf children. The class was structured to enable the children to sit for up to 40-minutes of circle time. They played games, sang songs and engaged in lots of other age-appropriate activities. On the last day, parents could observe the children through a two-way mirror, and we were amazed to see how much all the children participated and how much fun they were having.

Each day, while Reece attended the nursery, Kaiden participated in the sibling programme. He particularly enjoyed cake decorating, making pizza and learning to skip with a skipping rope.

Throughout the week Reece underwent assessments by an Educational Psychologist, Speech and Language Therapist and a Teacher of the Deaf. We received separate written reports from each of the professionals a couple of weeks after the programme had finished. These were

incredibly detailed and have been accepted by our local authority for Reece's EHCP.

Parents were provided with a schedule for the week and daily presentations. We met various professionals who provided us with information on how best to support our children. It was hard to choose our favourites, as every speaker gave invaluable information and all were highly engaging. The standout moments included meeting the inspiring young deaf adults who were so kind in answering all our questions, as well as the parents of deaf children who shared their invaluable advice.

We returned home with a folder full of resources. I love these resources – I'm often looking at it to refresh my memory or get ideas of things to work on. It's like having a comfort blanket or secret weapon which will undoubtedly help us in Reece's journey to listen, speak and develop educationally.

Our time at the Summer Programme was incredibly enriching, and it's astonishing how much they pack into five days. It's truly an exceptional place – the staff are fantastic and we all enjoyed our week immensely, wishing it could have lasted forever. We left feeling positive about the future and empowered to take on this next chapter as a family.

***"We left feeling positive about the future and empowered to take on this next chapter as a family..."***



# Harry's story

Harry became gravely ill and was diagnosed with meningitis in the November after his first birthday. He spent four days in intensive care and was put into an induced coma. During that time we were told by several doctors that he may become deaf as a result of his illness. After Harry had his coma medication reduced, we were transferred to a ward to begin his long road to recovery.

After he was discharged, we became concerned that he may have lost his hearing. Harry had already started using his other senses to work out what was happening. A good friend of ours is an audiologist so we quizzed him at length, probably trying to convince him and ourselves that Harry wasn't deaf, but deep down knowing it was likely.

By the end of January, we had an immunology appointment where we were asked about his hearing and we said that we thought he found it hard to hear. We were referred to Winchester audiology department who confirmed that Harry was profoundly deaf. I was devastated and cried all the way home. I had so many questions: would he be allowed back to nursery, would he have friends, would he ever drive or go to the pub with his mates – spiraling into a world of uncertainty.

In the March after Harry became ill, he was fitted with implants, and after switch-on he began learning how to hear and speak again. During an open day at the implant centre, we met our soon-to-be friends who spoke about The Elizabeth Foundation, and it was agreed that we would tag along on their next visit. As soon as we arrived at The Elizabeth Foundation, we were welcomed with open arms into the toddler group. It was so wonderful to meet families in a similar situation to us.

***“We will forever be grateful to The Elizabeth Foundation for all that they gave to Harry and me...”***

Our aim was to ensure that Harry was school ready when he went into Reception. With the help of all the lovely interactive opportunities at The Elizabeth Foundation, and the input of Harry's Teacher of the Deaf and his amazing aunt who would look after him every Tuesday, he reached all of his milestones and started school with age-related expectations.

Harry went from strength to strength at infant school, his teachers often commenting on how well he listened and how he would make sure he was in the correct place to listen.

Fast forward to now, Harry has just finished his GCSEs gaining excellent pass grades. He is now attending college doing A Levels in Geography, History and Environmental Science. He has a good group of mates and enjoys football, Park Run and the gym – along with XBOX!

Harry is turning 17 at the end of the month so we will be digging deep and paying for driving lessons. A year from now I am sure he will be buying his dad a pint in the pub whilst watching the Arsenal game!

We will forever be grateful to The Elizabeth Foundation for all that they gave to Harry and me in those early days, months and years. The support we were given provided the platform for Harry to thrive and reach his wonderful potential.



# Reaching out

Through our outreach services we aim to meet the needs of families who live beyond our family centre in the South of England.

## Let's Listen and Talk

We developed our online programme Let's Listen and Talk [www.letslistenandtalk.org](http://www.letslistenandtalk.org) to meet the needs of both parents and professionals. It provides a structured learning programme that explains the stages of listening, language, speech and communication development and then offers activities to do with children that promote skills in each of these areas. It is interactive, engaging, multi-sensory and – most of all – fun for all involved. Through joining the Let's Listen and Talk programme, beneficiaries become part of The Elizabeth Foundation family, which includes support from a variety of professionals, offering advice and guidance.

During 2023-24, we continued offering the Let's Listen and Talk programme free of charge, and the numbers enrolled grew steadily:

164

**new subscribers** from across the UK and overseas benefited from this online resource during the 12 months from August 2023 to July 2024.

1,337

**total subscribers** were enrolled in the programme by July 2024 – an increase of **10%** on the previous year. These users were distributed across all of the UK, roughly in line with population density. **60%** of members were families and **40%** were professionals supporting families.

We continue to meet with sensory teams and cochlear implant teams from across the UK to introduce this resource to the local services.

***“Your resources are so positive – it gives me hope and encouragement for the future”*** Parent

***“This resource provides a systematic and clear developmental journey to share with parents.”*** Professional

## Summer Programme

Our Summer Programme 2024 provided an intensive week of inclusive support for the whole family:

4

**families attended** attended our Summer Programme starting in July 2024. Their four deaf children benefited from our specialist preschool intervention programme; two siblings attended our specialist programme for brothers and sisters; seven parents gained insight and knowledge from our in-depth education programme.

***“The summer course exceeded all our expectations. The opportunity for my husband and I to have the brain space to hear the same information and advice about raising a confident deaf child was incredibly helpful. And both children had such a positive and happy week in the nursery and sibling programme – it was absolutely wonderful!”***

# Working together

*“Alone we can do so little; together, we can do so much.”* Helen Keller

During the 2023-24 academic year, we worked with a variety of partners to provide advice, guidance, support and information to parents of deaf children and professionals who support them. As part of our partnered working, we:

- Continued supporting the Literacy and Deafness longitudinal research study run by colleagues from University College London.
- Wrote four articles for the CICS (Cochlear Implanted Children’s Support Group) magazine, supporting families in the early years.
- Held three professional days, sharing the work of the charity with other professionals and hearing about their work in local settings.
- Shared knowledge and expertise through various meetings, such as the Children’s Hearing Support Working Group meetings (CHSWG); cluster meetings held by Portsmouth City Council; LINK meetings with local authorities further afield; and meetings with colleagues in local audiology, cochlear implant and sensory teams.
- Attended sensory team / cochlear implant team meetings across the country to present on our outreach services.
- Hosted student placements for alumni as well as a Psychology student from the University of Portsmouth.
- Took part in a 20-minute ‘chat’ on Express FM, building awareness of our services as well as fundraising and volunteer opportunities.
- Wrote an article in the British Association of Teachers of the Deaf’s BATOD magazine on ‘The benefits of a specialist setting whilst learning to listen.’
- Hosted visits from Speech and Language Therapists from St Thomas’ Auditory Implant Service; parent coaches eager to learn more about our work with parents; members of the Portsmouth Mental Health Practitioners Team; and Training Clinical Psychologists.
- Held liaison meetings with cochlear implant manufacturers to support each other’s work.
- Provided a music training presentation for Delta (Deaf Education through Listening and Talking) – Music Matters for Deaf Children – part of a series of professional online CPD sessions for qualified teachers of the deaf and other professionals.
- Attended a Communication Consortium meeting with representatives from charities supporting communication across the country.
- Hosted the AGM for the South Hampshire Deaf Children’s Society, as a celebration of the long-standing services of Tracey Petit, a past parent and supporter of our work, as she stepped down from her role within the SDCS.
- Presented a music training session for a conference hosted by the Ewing Foundation, focused on supporting children with deafness and severe and complex needs.
- Worked with our Signature Certified BSL Sign Language Instructor to build a BSL dictionary for our toddler and preschool vocabulary themes with 194 signs available by July 2024.



# Smiley Charity Film Awards

Our 'Daisy's story' short film – made totally in-house by our Digital Media Manager Howard Hurd – won two awards in the Smiley Charity Film Awards 2024. Known as the 'Charity Oscars', the awards were announced on 20 March 2024 at the Odeon Luxe Leicester Square.

This was the first time we had ever entered a film, so we didn't know what to expect. We were delighted when 'Daisy's story' not only won a People's Choice Silver Award in our income category, but also received a Judges' Bronze Award!

The Judges' Award was based on an evaluation of the film's impact and technical standards by an expert panel of high-profile and expert individuals from the worlds of fundraising, business, entertainment and media. The People's Choice

Award was based on the number of votes the film received from members of the public. We were one of three only charities to receive both a Judges' Award and a People's Choice Award.



## 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 2023-24\* – totalling £1,463,609

Legacies	Contracts and fees	Grants
<b>56% £818,105</b>	<b>15% £226,871</b>	<b>13% £190,376</b>
Donations and gifts	Fundraising events	Investments and interest
<b>7% £105,817</b>	<b>6% £82,213</b>	<b>3% £40,227</b>

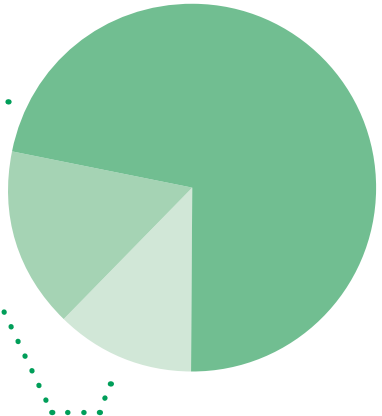
### How we spend your money\*

For every £1 spent:

**71p** goes directly to helping deaf babies and children learn to listen and speak

**17p** 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 2023-24.

# Fundraising highlights

Fundraising has been back in full swing this year, with all manner of wonderful events happening in aid of The Elizabeth Foundation.

## Events and challenges

This year has been such an interesting and varied year for fundraising, with our wonderful supporters taking on so many different activities and challenges. From our own regular events, like our Christmas Bazaar and Summer Fayre, our golf day and our quizzes, to supercar convoys, trekking ancient monuments and overseas cycle rides, there's been a little bit of everything! Here are some of our highlights:

### Supercar Club event

The Supercar Club (SCC), the Harwoods Group and The Elizabeth Foundation got together on a bright Saturday afternoon to showcase some of the very best cars in the luxury supercar arena whilst fundraising! The fast-paced and thrill-filled day raised a wonderful total, including Gift Aid, of more than £1,290.

### Wonderful walkers

Parents Rachel and Adam (below) took on an epic challenge when they trekked along Hadrian's Wall with our challenge partner, Charity Challenge. The strenuous 26-mile route took place over a period of twelve hours, and despite being exhausted by the end, Rachel and Adam raised an incredible £1,230.



One of our preschool teachers, Aimée (on far right of photo), along with her brother and sister-in-law, decided to take on a trek with Charity Challenge too, choosing the mammoth 45km London Royal Parks challenge. Aimée, Rich and Michaela raised a fabulous £970.

If you'd like to take on the challenge of Hadrian's Wall, the London Royal Parks Challenge, or even an overseas bucket list experience such as the Great Wall of China or Everest Base Camp, check out the challenges on offer at [www.charitychallenge.com](http://www.charitychallenge.com)

### Ypres cycle

Long-time supporter Andy and his friends, Paula, Dave, Andy and David, cycled 100-miles around Ypres in Belgium in a day. The team tackled many challenges en route, including mending punctures, navigating around a pro cycle road race and even searching for an open boulangerie! Showing incredible stamina the team raised an astonishing £2,266.





## HardDrive

The fabulous local band HardDrive put on a brilliant night of music at Quay West Studios. The crowd, including our own deputy CEO Karen (left) and finance assistant Adam (right), was on its feet all night, thrilled to hear from both HardDrive and Ghost in the Machine in an energetic line up. The gig raised a fantastic £2,180.

## Grant-making trusts

As you enjoy this year's Impact Report, you will see that our deaf children need the very best early-education, communication and welfare support to help them start school, ready and able to participate in education, make new friends and be curious about the world we live in.

Grant funding has meant that we have been able to provide a wide range of face-to-face programmes, including baby, toddler and preschool classes and outstanding speech and language therapy sessions. On page 9 you will have read about the long-term difference these programmes have made to young adults like Harry.

We've also been able to provide critical one-to-one and small-group support for children with additional physical and sensory needs. A grant from the National Lottery has meant we can better support parents to maintain their mental health and advocate for their young child.

Long-standing support from The Ovingdean Hall Foundation has been pivotal in the continuing growth and success of our exceptional online programme, Let's Listen and Talk. Over the year, this programme has reached over 1,300 beneficiaries right across the UK and beyond – as you will have seen on page 10 – expanding our impact far and wide.

With core costs rising dramatically, we have been so grateful to receive unrestricted and core grants which enable us to meet running costs and maintain facilities. A grant of £1,000

from Portsmouth City Council helped us to install much-needed air conditioning units in rooms used for screening new-born babies, ensuring a comfortable environment for effective hearing assessment.

Together our grant funders have enabled us to provide the help deaf children and their families need and we are incredibly thankful. Best of all, we have enjoyed the opportunity to welcome many of our funders to our family centre to see the impact of their giving, whilst busily planning for our next round of grant applications. If you would like to support us, please do contact us to arrange a visit, presentation or application!

We would like to thank the following funders for their generous support during the period covered by this Impact Report: Ovingdean Hall Foundation, Pantheon Charitable Trust, Gail Charitable Trust, National Lottery, Generation Foundation, James Wise Charitable Trust, Mikado Trust, Churchill Foundation, Emilienne Charitable Trust, Peter Harrison Foundation and Portsmouth City Council Inclusion Grant.

***"I just wanted to drop you a line to thank you and all the team for making me feel so welcome yesterday ... It always makes such a difference to see a project first hand, and it was a real joy to have just a small glimpse into the difference that you are making in the lives of deaf children and their families". Funder***

# Future plans

Our senior management team keeps our progress against our strategy under regular review. At each Board of Trustees meeting they present quarterly updates to ensure that our targets continue to be appropriate and our aims remain on-track.

Our plans for 2024-25 include:

- Reflecting on and improving our Ofsted 'Outstanding' core early years services to support deaf children and their families.
- Taking part in relevant research projects that will impact positively on the lives of deaf children and their families.
- Building partnerships that will further support the work of the charity.
- Increasing awareness about our services available for deaf children, their parents and the professionals who support them.
- Publishing articles that share our information and expertise.
- Creating resources for families and professionals that will support continued communication development.
- Sharing information and experience through seminars and conferences.
- Extending our reach so that more families can benefit from our outreach services.
- Ensuring the charity remains sustainable through continued development of our fundraising, professional and voluntary partnerships.

***“Words just aren’t good enough to tell you how thankful we are for all of the team at The Elizabeth Foundation. You gave us hope and strength when we were confused and utterly lost. You have transformed our lives and taught us all how to embrace our journey. We will never forget our warm welcome into The Elizabeth Foundation family. Thank-you from the bottom of our hearts.”***



# Thank you!



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



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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.

***“Thank-you will never be enough for what you have given our son – a future and an amazing start to his school journey. Thank-you for all your support and always having a shoulder to cry on. Thank-you for creating a safe place for our loving, determined and hilarious little boy. We are forever grateful.”***