



DAS Academy

ENABLING EXCELLENCE



Growing Impact: Inspiring Every Learner's Future

Annual Report 2025-2026

About DAS Academy: Building Capacity for a More Inclusive Future

DAS Academy is a registered Private Education Institution (PEI) under SkillsFuture Singapore (SSG). Established on 19 February 2010, it originated as the training arm of the Dyslexia Association of Singapore (DAS). Today, DAS Academy stands as a leading institution dedicated to equipping educators, parents, and caregivers with the knowledge and skills to support learners with dyslexia and other commonly co-occurring Special Educational Needs (SEN).

As a domain expert in SEN and a training partner of the National Council of Social Service (NCSS), DAS Academy plays a pivotal role in advancing inclusive education in Singapore and the region. Our mission is to empower those working with children with SEN through high-quality, evidence-based training that translates theory into impactful practice.

We offer a suite of accessible and rigorous programmes, from short practical workshops to Specialist Diplomas, Postgraduate, and Master's-level qualifications, all designed to meet the evolving needs of education professionals and families. These programmes are attended not only by mainstream teachers and allied professionals but also by those in the social service sector and caregivers of children with SEN. Our faculty of experienced practitioner-lecturers, including educational therapists, psychologists, and speech-language therapists, ensures that learning is both academically robust and grounded in real-world expertise. Backed by DAS' 30-year legacy in specialist assessment and intervention, DAS Academy provides learners with a truly applied and impactful educational experience.

With a vision to be a world-class institution in SEN education and research, DAS Academy actively partners with government agencies, community organisations, and international bodies. These collaborations allow us to extend our reach, raise professional standards, and drive systemic change in support of inclusive education. With strategic investment and partnership, DAS Academy is poised to deepen its impact, developing more accessible training pathways, scaling outreach efforts, and contributing to research that shapes policy and practice.



OUR MISSION

To empower special education professionals and caregivers to help people with special educational needs achieve their full potential.



OUR GOAL

To be a world-class academic institution providing education and research in the area of special educational needs.

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Learning That Multiplies

♥ From Learning to Leadership

Supporting every stage of professional growth, from practical workshops to Master's-level qualifications.

♥ From Knowledge to Practice

Turning research and theory into practical strategies that make a difference in everyday settings.

♥ From Educators to Every Learner

Equipping educators with the confidence and skills to support many more learners throughout their careers.

♥ From Classrooms to Communities

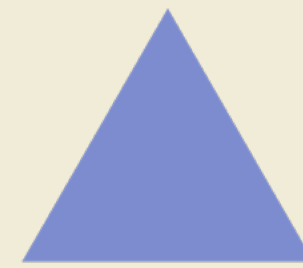
Empowering parents, caregivers, allied professionals, and practitioners so support extends beyond school.

♥ From Singapore to the Region

Sharing specialist knowledge through customised training and international collaborations.

♥ From Today to Tomorrow

Advancing inclusive education through innovation, research and meaningful partnerships.



Empowering Those Who Empower Every Learner

As the professional learning and capability-building arm of the Dyslexia Association of Singapore (DAS), DAS Academy equips educators, allied professionals and caregivers with the knowledge, skills and confidence to support children with dyslexia, attention-deficit/hyperactivity disorder (ADHD), and other Special Educational Needs (SEN).

At DAS Academy, we believe that every child deserves the opportunity to learn, flourish and realise their potential. Guided by the principle that what is essential for some is good for all, we champion evidence-informed practices that make learning more accessible and inclusive. When teaching is designed to meet the needs of learners with SEN, every learner benefits. Strategies that reduce barriers, strengthen engagement and improve access to learning create more effective classrooms for all.

Our programmes bridge research and practice, translating the latest evidence into practical, classroom-ready strategies that educators and professionals can apply with confidence. Delivered by a team of experienced lecturer-practitioners, our training is grounded in both research and real-world practice, ensuring that learning is relevant, contextualised and immediately applicable.

As we continue to build capability across the education and social service sectors, we remain steadfast in our mission: to empower those who empower children, so that every learner has the opportunity to succeed.

**Dr June Siew,
Head of DAS Academy**



Board of Directors



Kaka Singh
Director



Kevin Kwek
Director



Dr Cynthia Tan
Director



Richard Yap
Director
Appointed on 18 October 2025



Lee Siang
Director



Lee Siang



Angela Fawcett



**Dr Geetha
Shantha Ram**



Lois Lim



Dr Shirley Agley



Dr Eunice Tan

Academic and Examination Board

A Year of Learning and Impact

This year at DAS Academy was shaped by moments of growth, connection and purpose. Each highlight reflects how learning is translated into practice, empowering educators and creating a wider impact for learners, families and communities.



Student Graduation 2025

DAS Academy's annual graduation ceremony was a heartfelt celebration of the achievements of our graduates from various programmes, as well as the organisations that pursued professional development training through DAS Academy. We also presented the scholarship award to our fourth DAS/ DAS Academy scholar. It was a moving occasion, witnessing individuals from diverse backgrounds united by a shared commitment to supporting learners with Special Educational Needs (SEN).

Among the graduates were passionate educators pursuing professional development, a young lady with autism who is passionate about giving back to children like herself, and an aspiring educator from Malaysia. Their



stories reflect the spirit of resilience and dedication that defines the DAS Academy community. In FY2024/25, more than 1,545 learners came through our programmes, from half-day workshops to Master's-level qualifications. Each brought with them the determination to better support children who learn differently.

Our reach spanned every stage of learning. 222 participants attended workshops, including 116 caregivers supported through the Caregivers Training Grant (CTG). 358 learners completed certificate courses, while 111 educators strengthened their practice through TNM training. At the Specialist Diploma level, we celebrated 14 graduates in LS for SpLD, 20 in Educational Therapy (English), and 4 in Educational Therapy (Chinese).

At the postgraduate level, 10 students completed the Master of Arts in Special Educational Needs/Additional Learning Needs (MA SEN/ALN), caregivers in their journey, empowering them with the tools and confidence to be active partners in their children's educational progress.



Our Fourth Scholar

At the 2025 Student Graduation, we also welcomed Chan Yuey Sum, our fourth recipient of the DAS-DAS Academy Scholarship, which is funded by a gracious private donor. The partially funded scholarship supports individuals seeking a rewarding mid-career switch to the Special Educational Needs (SEN) sector and resonates strongly with DAS' goal of being a world-class organisation dedicated to helping people with dyslexia and other specific learning differences. The SEN sector requires a strong core of passionate and competent professionals.

Chan Yuey Sum is a mother of two children who were diagnosed with a range of learning and neurodevelopmental conditions. Having been closely involved in supporting their development and education, Yuey Sum was inspired by the challenging yet deeply rewarding experience to transform her lived experiences into a professional career in special education. In 2024, she made the courageous decision to leave a successful career in marketing and enter the field of special education.



At the graduation, we celebrated two remarkable milestones with Yuey Sum. She graduated with the DAS Specialist Diploma in Learning Support for Specific Learning Differences and was recognised as our fourth Master's programme in March 2025, with the goal of graduating in 2028. Alongside her studies, she is already contributing to the SEN sector as a home-based educational therapist. As part of her scholarship commitment, she is also working with the DAS Mathematics team to profile prospective students for mathematics remediation.

Dreaming Deeply, Teaching with Purpose

Kriziel M. Dela Rosa
Specialist Diploma in Educational Therapy Valedictorian

At a crossroads in her professional journey, Kriziel M. Dela Rosa discovered DAS Academy while searching for work that would connect her passion for learning with her desire to contribute meaningfully to society. Through the programme, she found her *ikigai*, a Japanese concept meaning one's "reason for being".

Balancing work and study was not easy. Long days were followed by nights of reading, lesson planning and reflection. Yet, with the encouragement of her family, friends, batchmates and mentors, Kriziel persevered and grew in knowledge, discipline, compassion and patience.

The experience taught her to "dream deeply", grounding her aspirations in a clear sense of purpose. As she begins her journey as an educational therapist, Kriziel hopes to guide her students in recognising their potential, pursuing meaningful dreams and, one day, discovering their own *ikigai*.



Helping Every Child Find Their Light

Tan Xin
Specialist Diploma in Educational Therapy (Chinese Language Support) Valedictorian

After several years as a software engineer, Tan Xin took an unexpected step into education, becoming a Chinese language teaching assistant at an international school. She soon discovered the joy of hearing students call her "老师" and found a new sense of purpose in supporting children who struggled with Chinese or had specific learning differences.

Wanting to help them more effectively, she enrolled in DAS Academy's Specialist Diploma in Educational Therapy (Chinese Language Support). Balancing teaching with coursework, practicum and lesson observations was challenging, but the journey deepened both her knowledge and compassion. One moment stayed with her: after answering correctly, a student with ASD and dyslexia smiled and

said, "See, I'm getting smarter."

"师者，所以传道、授业、解惑也。" For Tan Xin, being an educator means understanding and believing in every child, then walking alongside them through their challenges until they find their own light.



Different, Not Less

Joey Yuen
Specialist Diploma in Learning Support for SpLD Valedictorian

Joey Yuen's journey into special education began with her youngest brother, who has ADHD and dyslexia. After receiving support from DAS, he grew from a child struggling academically and behaviourally into a confident learner who graduated from NTU and became a civil servant. His transformation showed Joey what timely, appropriate support could make possible.

Drawing from her own experiences with autism and ADHD, Joey understands how easily behaviours can be misunderstood. The programme strengthened her ability to look beyond what a learner cannot do yet and find ways to help them progress.

Today, Joey supports students with moderate to severe autism, many of whom are non-verbal. By helping them develop literacy and use Augmentative

and Alternative Communication devices, she is giving them more than academic skills. She is helping them express what they think, feel and need, because every learner deserves to be understood, supported and heard.





Making the Years Count

Zakiyyah Binte Masri
Master of Arts in Special Educational
Needs and Additional Learning Needs
Valedictorian

Zakiyyah's journey as an educator began after studying Pharmaceutical Science, when she found herself "dispensing worksheets" instead of medication. She went on to support students as a Special Needs Officer and pursue a degree in Psychology before joining DAS in 2019, where her commitment to professional growth eventually led her to the Master's programme.

Balancing study with life's unseen challenges required more than academic ability. Week after week, Zakiyyah showed up at her usual Coffee Bean "date spot", finding small moments of joy as she worked on her thesis. Through the experience, she learnt that perseverance

is often simply the courage to keep showing up.

Guided by the Arabic proverb, "تقول: 'كعطق هعطقت مل نإ: فيسلالك', meaning "Time is like a sword; if you do not cut it, it will cut you", Zakiyyah encourages her fellow educators to use their time meaningfully, fill their classrooms with joy and make the years count through the lives they touch.



Annual Gathering of Scholars

Some gatherings are about more than simply coming together. In 2025, we brought together five recipients of the DAS-DAS Academy Master's Scholarship for a meaningful lunch and an opportunity to reconnect. Their conversations reflected the many ways in which their journeys through the Master of Arts in Special Educational Needs/ Additional Learning Needs have shaped their professional practice, deepened their commitment to inclusion and enabled them to make a difference in the lives of children, families and fellow educators.

Made possible through the generosity of a private donor, the scholarship has supported passionate individuals in developing the knowledge and skills needed to contribute meaningfully to the SEN sector. As each scholar carries their learning into classrooms, intervention settings and communities, the impact of the scholarship continues to grow beyond the individual recipient. Their journeys remind us that an investment in one educator can create opportunities, support and hope for many others.



Building Capability for Inclusive Education in Singapore

At DAS Academy, we recognise that supporting every learner begins with equipping every educator. Our professional learning programmes translate research into practical classroom strategies, enabling educators, school leaders, allied professionals and community partners to better support learners with dyslexia, ADHD and other Special Educational Needs (SEN).

2,081

PARTICIPANT ENGAGEMENT
IN FY 2025/2026

Across workshops, certificate courses, Specialist Diplomas, Master’s-level study and customised training, DAS Academy created accessible pathways for educators and professionals to deepen their knowledge and better support learners with dyslexia, ADHD and other Special Educational Needs

Customised Training At A Glance

1,380

Educators & professionals trained

23

Professional learning engagements

15

Schools reached

4

Community organisations engaged

1

Educator cluster network

From April 2025 to March 2026, DAS Academy delivered **23** professional learning engagements, reaching **1,380** educators and professionals across Singapore. We partnered with **15** schools, including primary, secondary and preschool settings, as well as community organisations and educator networks, demonstrating the increasing demand for evidence-based inclusive education practices.

Our programmes addressed key areas including literacy instruction, executive functioning, dyslexia, classroom differentiation, behaviour support and inclusive teaching strategies. Every session was customised to the needs of each organisation, ensuring that participants left with practical approaches they could implement immediately in their

classrooms and workplaces. The impact of this work extends far beyond the number of participants trained. Every educator who develops greater confidence and expertise has the opportunity to positively influence hundreds of learners over the course of their career. By investing in the capability of educators, DAS Academy is creating a multiplier effect—strengthening schools, empowering families and improving learning experiences for children across Singapore.

As the national conversation around inclusive education continues to grow, DAS Academy remains committed to building a confident, capable education workforce that is equipped to ensure every learner has the opportunity to succeed.

COURSES FOR FY 2025/2026

Learning Pathways

Workshops	253
Certificate Courses	397
Specialist Diploma in Learning Support for SpLD	17
Specialist Diploma in Educational Therapy (English)	8
Specialist Diploma in Educational Therapy (Chinese)	6
Master of Arts in SEN / Additional Learning Needs	20
Customised training	1,380

Sharing Expertise in the Region



At the Disability Awareness Campaign 2025 organised by University of Nottingham Ningbo, China, DAS Academy represented by Dr June Siew (Head of DAS Academy) was invited to be speaker and moderator of the disability awareness symposium. Our discussion focused on a critical question: What does an inclusive future look like for Institutes of Higher Learning in China?

UNNC, the first Sino-foreign university established in China in 2004, showed what inclusion looks like in practice. Among the experts sat a student with additional needs, someone who had personally benefited from study skills support, academic writing services and therapy services that UNNC provides.

Her courage to speak was not just inspiring. When the people we support feel safe to be seen and heard, it is proof that inclusion is authentic.

But many educators still ask: “If my school lacks resources, is meaningful inclusion even possible?”

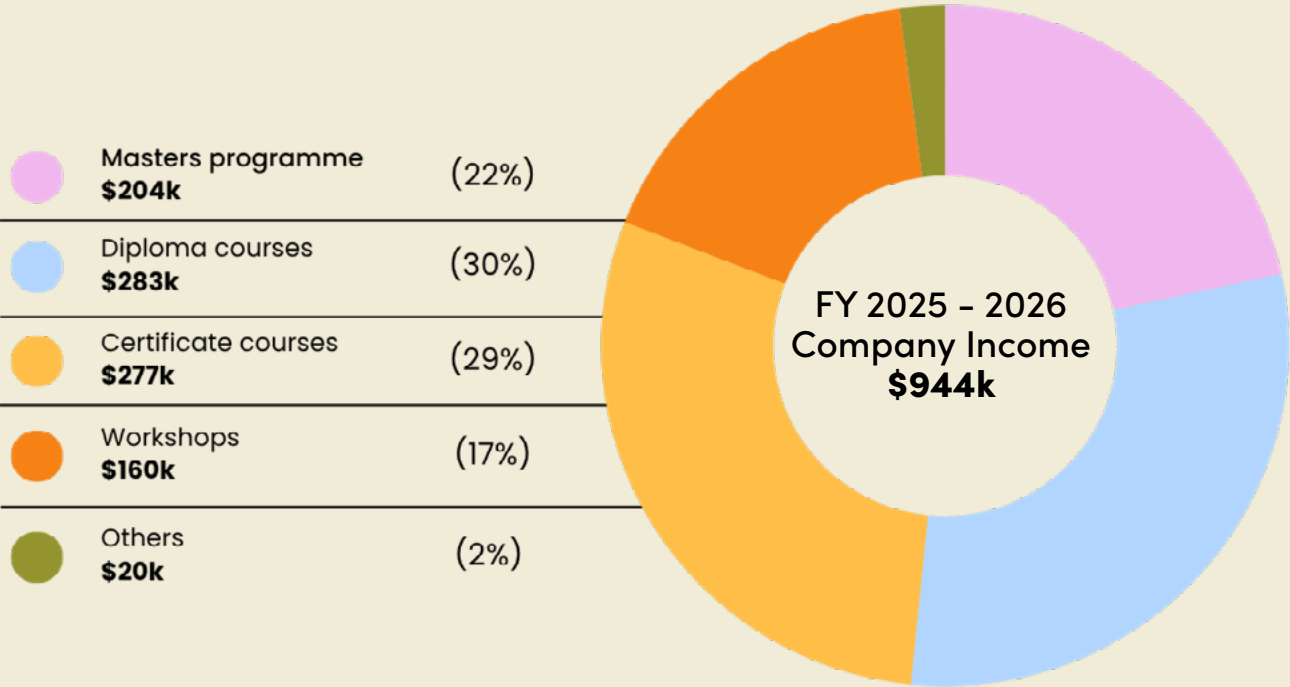
That was when we shared Singapore’s 20-year journey with educational inclusion . In our mainstream schools, we typically have two Special Educational Needs (SEN) Officers supporting about 100 teachers. SEN officers possess voice and visibility in schools. They help teachers imagine what inclusion can look like in their own classrooms. They cannot be everywhere, but they make inclusion possible anywhere by empowering teachers as partners and agents of inclusion.

That is what resourcefulness looks like. So when resources feel limited, maybe the question to ask isn’t “Do we have enough?” But rather: How can we use what we already have more creatively and collectively?

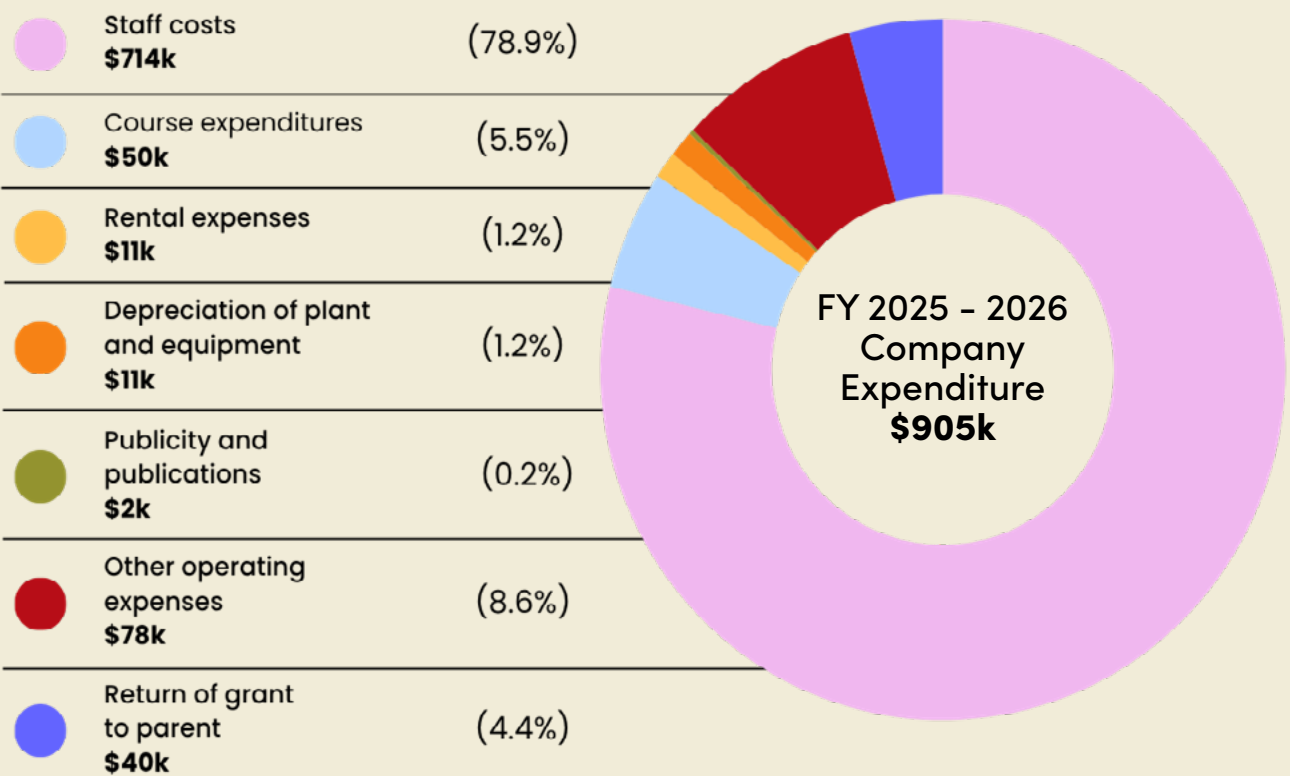
Because inclusion is not only about having more. It’s about making what we have truly matter.

Financial Highlights

Sources of Income (Company)



Distribution of Expenditure (Company)



Governance Checklist

Name of Organisation: DAS Academy Ltd
UEN: 201003689Z
Preview Governance Evaluation Checklist Submission for the period Apr 2025 - Mar 2026

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
Principle 1: The charity serves its mission and achieves its objectives.				
1	Clearly state the charitable purposes (For example, vision and mission, objectives, use of resources, activities, and so on) and include the objectives in the charity's governing instrument. Publish the stated charitable purposes on platforms (For example, Charity Portal, website, social media channels, and so on) that can be easily accessed by the public.	1.1	Yes	
2	Develop and implement strategic plans to achieve the stated charitable purposes.	1.2	Yes	
3	Have the Board review the charity's strategic plans regularly to ensure that the charity is achieving its charitable purposes, and monitor, evaluate and report the outcome and impact of its activities.	1.3	Yes	
Principle 2: The charity has an effective Board and Management.				
4	The Board and Management are collectively responsible for achieving the charity's charitable purposes. The roles and responsibilities of the Board and Management should be clear and distinct.	2.1	Yes	
5	The Board and Management should be inducted and undergo training, where necessary, and their performance reviewed regularly to ensure their effectiveness.	2.2	Yes	The Board of Governance of DAS Academy Ltd refers to the Board of Directors of its parent company, Dyslexia Association of Singapore.
6	Document the terms of reference for the Board and each of its committees. The Board should have committees (or designated Board member(s)) to oversee the following areas*, where relevant to the charity: a. Audit b. Finance *Other areas include Programmes and Services, Fund-raising, Appointment/Nomination, Human Resource, and Investment.	2.4	Yes	

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
7	Ensure the Board is diverse and of an appropriate size, and has a good mix of skills, knowledge, and experience. All Board members should exercise independent judgement and act in the best interest of the charity.	2.4	Yes	
8	Develop proper processes for leadership renewal. This includes establishing a term limit for each Board member. All Board members must submit themselves for re-nomination and reappointment, at least once every three years.	2.5	Yes	
9	Develop proper processes for leadership renewal. This includes establishing a term limit for the Treasurer (or equivalent position). For Treasurer (or equivalent position) only: a. The maximum term limit for the Treasurer (or equivalent position like a Finance Committee Chairman, or key person on the Board responsible for overseeing the finances of the charity) should be four consecutive years. If there is no Board member who oversee the finances, the Chairman will take on the role. i. After meeting the maximum term limit for the Treasurer, a Board member's reappointment to the position of Treasurer (or an equivalent position) may be considered after at least a two-year break. ii. Should the Treasurer leave the position for less than two years, and when he/she is being re-appointed, the Treasurer's years of service would continue from the time he/she stepped down as Treasurer.	2.6	Yes	
10	Ensure the Board has suitable qualifications and experience, understands its duties clearly, and performs well. a. No staff should chair the Board and staff should not comprise more than one-third of the Board.	2.7	Yes	
11	Ensure the Management has suitable qualifications and experience, understands its duties clearly, and performs well.	2.8	Yes	
Principle 3: The charity acts responsibly, fairly and with integrity.				
12	Conduct appropriate background checks on the members of the Board and Management to ensure they are suited to work at the charity.	3.1	Yes	
13	Document the processes for the Board and Management to declare actual or potential conflicts of interest, and the measures to deal with these conflicts of interest when they arise. a. A Board member with a conflict of interest in the matter(s) discussed should recuse himself/herself from the meeting and should not vote or take part in the decision-making during the meeting.	3.2	Yes	

S/N	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
14	Ensure that no Board member is involved in setting his/her own remuneration directly or indirectly.	3.3	Yes	
15	Ensure that no staff is involved in setting his/her own remuneration directly or indirectly.	3.3	Yes	
16	Establish a Code of Conduct that reflects the charity's values and ethics and ensure that the Code of Conduct is applied appropriately.	3.4	Yes	
17	Take into consideration the ESG factors when conducting the charity's activities.	3.5	Yes	
Principle 4: The charity is well-managed and plans for the future.				
18	Implement and regularly review key policies and procedures to ensure that they continue to support the charity's objectives. a. Ensure the Board approves the annual budget for the charity's plans and regularly reviews and monitors its income and expenditures (For example, financial assistance, matching grants, donations by board members to the charity, funding, staff costs and so on).	4.1a	Yes	
19	Implement and regularly review key policies and procedures to ensure that they continue to support the charity's objectives. b. Implement appropriate internal controls to manage and monitor the charity's funds and resources. This includes key processes such as: i. Revenue and receipting policies and procedures; ii. Procurement and payment policies and procedures; and iii. System for the delegation of authority and limits of approval.	4.1b	Yes	

20	Seek the Board's approval for any loans, donations, grants, or financial assistance provided by the charity which are not part of the core charitable programmes listed in its policy. (For example, loans to employees/subsidiaries, grants or financial assistance to business entities).	4.2	Yes	
21	Regularly identify and review the key risks that the charity is exposed to and refer to the charity's processes to manage these risks.	4.3	Yes	
Principle 5: The charity is accountable and transparent.				
22	Disclose or submit the necessary documents (such as Annual Report, Financial Statements, GEC, and so on) in accordance with the requirements of the Charities Act, its Regulations, and other frameworks (For example, Charity Transparency Framework and so on).	5.1	Yes	
23	Generally, Board members should not receive remuneration for their services to the Board. Where the charity's governing instrument expressly permits remuneration or benefits to the Board members for their services, the charity should provide reasons for allowing remuneration or benefits and disclose in its annual report the exact remuneration and benefits received by each Board member.	5.2	Yes	
24	The charity should disclose the following in its annual report: a. Number of Board meetings in the year; and b. Each Board member's attendance.	5.3	Yes	The Board of Governance of DAS Academy Ltd refers to the Board of Directors of its parent company, Dyslexia Association of Singapore (DAS). Hence, refer to DAS' Board meetings disclosure.
25	The charity should disclose in its annual report the total annual remuneration (including any remuneration received in the charity's subsidiaries) for each of its three highest-paid staff, who each receives remuneration exceeding \$100,000, in incremental bands of \$100,000. Should any of the three highest-paid staff serve on the Board of the charity, this should also be disclosed. If none of its staff receives more than \$100,000 in annual remuneration each, the charity should disclose this fact.	5.4	Yes	This was disclosed in the financial statements Note 15 (c)

26	The charity should disclose in its annual report the number of paid staff who are close members of the family of the Executive Head or Board members, and whose remuneration exceeds \$50,000 during the year. The annual remuneration of such staff should be listed in incremental bands of \$100,000. If none of its staff is a close member of the family of the Executive Head or Board members and receives more than \$50,000 in annual remuneration, the charity should disclose this fact.	5.5	Yes	This was disclosed in the financial statements Note 15 (c)
27	Implement clear reporting structures so that the Board, Management, and staff can access all relevant information, advice, and resources to conduct their roles effectively. a. Record relevant discussions, dissenting views and decisions in the minutes of general and Board meetings. Circulate the minutes of these meetings to the Board as soon as practicable.	5.6a	Yes	
28	Implement clear reporting structures so that the Board, Management, and staff can access all relevant information, advice, and resources to conduct their roles effectively. a. The Board meetings should have an appropriate quorum of at least half of the Board, if a quorum is not stated in the charity's governing instrument.	5.6b	Yes	
Principle 6: The charity communicates actively to instil public confidence.				
29	Develop and implement strategies for regular communication with the charity's stakeholders and the public (For example, focus on the charity's branding and overall message, raise awareness of its cause to maintain or increase public support, show appreciation to supporters, and so on).	6.1	Yes	
30	Listen to the views of the charity's stakeholders and the public and respond constructively.	6.2	Yes	



DAS Academy

ENABLING EXCELLENCE

DAS Academy Ltd

UEN Number: 201003689Z

CPE Registration Number: 201003689Z

Auditor: CLA Global TS Public Accounting Corporation

Main Banker: OCBC Bank

Designed by: Lim Jia Ern, Director, Communications, Engagement and Fundraising

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