



**ANNUAL REPORT
FOR THE FINANCIAL YEAR ENDED 31 DEC 2020**

iC2 PrepHouse Limited



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ABOUT US

Vision Statement

To Enable Confident Living For The Visually Impaired In A Sighted Community.

Mission Statement

To Impart The Requisite Skills And Knowledge That Will Empower And Enrich The Lives Of The Visually Impaired And Their Families.

Core Values

Care, Commitment, Responsibility, Service, Empowerment.

iC2 PrepHouse Limited

iC2 PrepHouse Limited (“**iC2 PrepHouse**”) is Singapore’s first and only institution of its kind. It provides structured educational and rehabilitative programmes to empower and enable children and youths with visual impairments to live life confidently, independently, and maximise their potential. We support those with low vision and ensure that they continue their education in mainstream settings.

Our programmes are tailored to the needs of the child based on specialised assessments. Programme fees are heavily subsidised so that more visually impaired children can benefit from our support services. Since its inception in 2012, iC2 PrepHouse has provided customised structured programmes for children with visual impairment. At iC2 PrepHouse, we recognise that individuals with vision disabilities require special care and attention. Specifically, children are an essential and unique group of the visually impaired with special needs that had frequently been left unaddressed previously.

The first step is to implement a meaningful education programme to maximise these visually impaired children’s lifelong success. We believe that it is paramount for children with disabilities to integrate with the mainstream as much as possible. This integration allows them to grow up as confident children with equal opportunities in life. Hence, the main agenda of iC2 PrepHouse is to equip these children with visual impairment, aged 0 – 22 years, with the necessary skills so that they can stay in mainstream schools and access the same materials as their peers do.



CORPORATE INFORMATION OF iC2 PREPHOUSE

iC2 PrepHouse was incorporated as a Company Limited by Guarantee (CLG) on 30 Dec 2011 as a charitable organisation for visually impaired children and youths. It was registered under the Charities Act on 31 May 2012 and has been approved as an Institution of a Public Character (IPC) since 31 May 2012. iC2 PrepHouse's IPC status has been renewed from 1 Mar 2020 to 31 Aug 2022.

Charity Registration Number	: 201136583G
ACRA Registration Number	: 201136583G
Registered Address	: 6 Battery Road #41-00 Singapore 049909

The board consists of:-

1) Wong Meng Ee	: Director (appointed on 30 Dec 2011)
2) Looi Lee Geok Audrey	: Director (appointed on 30 Dec 2011)
3) Ang Beng Ti, Christopher	: Director (appointed on 30 Dec 2011)
4) Chia Hsien Lin Jennifer	: Director (appointed on 6 May 2013)
5) Goh Shuet-Li	: Director (appointed on 12 Sept 2017)

We want to inform you that none of our board directors has reached a 10-year term. The Board of Directors of the Company serves without remuneration for their voluntary service to the Company to maintain the integrity of doing public trust and community good instead of personal gain.



The Executive Management consists of:-

1) Jamuna Rani Govindaraju	: Executive Director (appointed on 17 Nov 2014)
2) Lee Lay Hong	: Vision Teacher (appointed on 1 Nov 2012)

The remuneration of all iC2 PrepHouse staff is reviewed and approved by the Board of Directors.

iC2 PrepHouse does not have any staff who is related to or a close associate of the Executive Management or Board of Directors whose remuneration exceeds \$50,000.

Banker	: DBS Bank Ltd/CIMB Bank Berhad
Auditor	: Baker Tilly TFW LLP
Other Adviser(s) (please give details)	: Legal Adviser TSMP Law Corporation
Company Secretary	: Chia Hsien Lin Jennifer

CHAIRMAN'S MESSAGE

A/Prof Wong Meng Ee

I take the opportunity to express our thanks and appreciation to our friends who supported us all these years on our initiatives and programmes. Since the inception of iC2PrepHouse, we have continued to support over 175 students with visual impairment by equipping them with assistive technology, braille learning, and independent living skills. We remain grateful to our volunteers, supporters and donors who work with us to make our programmes and services possible. Special thanks is also in order to the iC2 team who have had to work hard under COVID-19 conditions. The impact was sudden, leading to unprecedented national measures introduced that demanded the staff to respond swiftly. We applaud the staff resilience as the team responded positively to the situation. As we move into the “new normal”, we continue to believe in the potential of our students and maintain that we must not let their visual impairment hinder their opportunities but we will strive to help them realize their aspirations through our programmes and services.

On behalf of the Board of iC2 PrepHouse, I thank you for your continued generosity that make our work possible.



EXECUTIVE DIRECTOR'S MESSAGE

Jamuna Rani Govindaraju

The past year has been both eventful and meaningful as we faced new challenges while serving our beneficiaries. Covid-19 taught us to cope with new teaching styles where we conducted our sessions via zoom. Students were given 50% off their programme fees to help them cope with the pandemic.

We had regular team meetings via zoom during circuit breaker and phase 1 to ensure our services to our beneficiaries are not affected. Despite Covid in 2020 we successfully started our athletics programme with coach Saravanan. We completed three terms of this programme in 2020.

We worked with CNA to showcase the journey of our students – Bo Sheng, Rendi, Mihran and Joshua. Our collaboration with the Singapore Art Museum (SAM) was very successful. We had two sessions with SAM – one session was with a film artist – Ang Song Ming, and the other was the Virtual Arts Workshop.

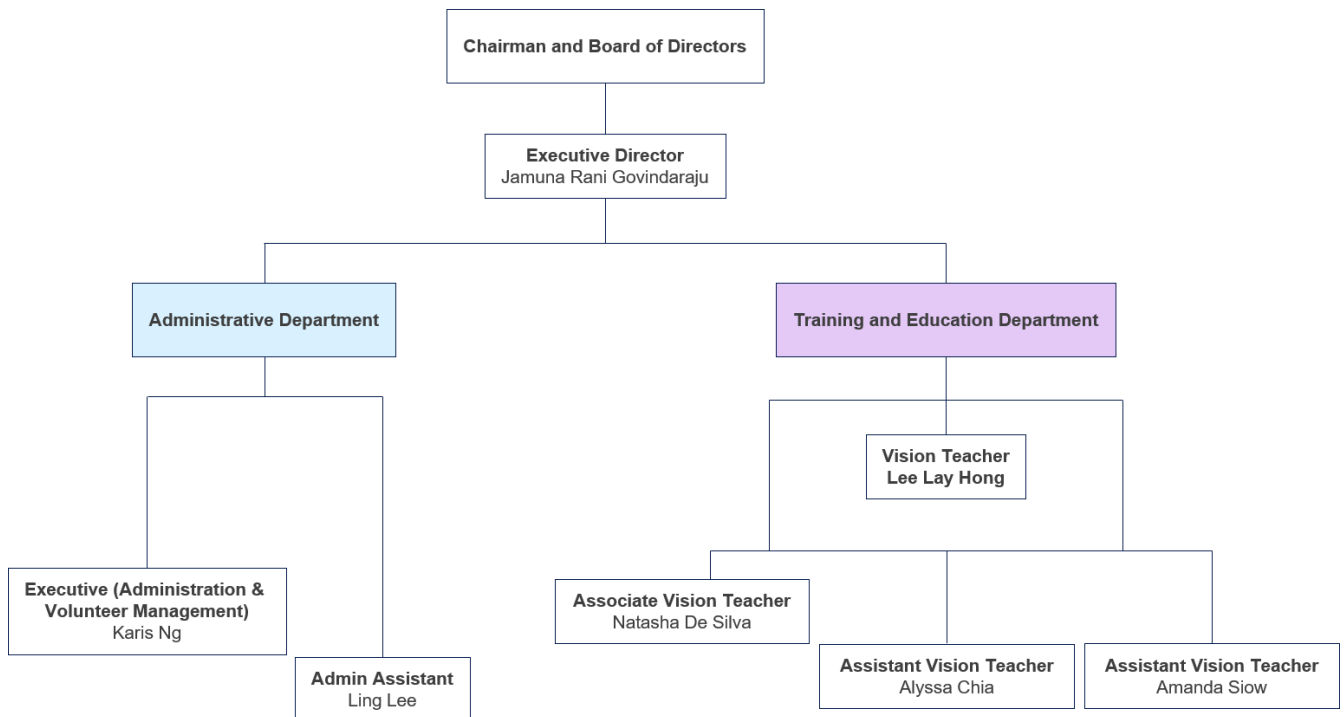
We had a successful collaboration with SG Enable with the Lego Coding workshop. Our Assistant Vision Teachers spearheaded the 2020 Start Small Dream Big Project: Caring for People with Visual Impairment (My World @ Ang Mo Kio Central). Our teachers reached out to 36 schools to help our students integrate into the mainstream as part of our services. We ended the year on a high note with two sessions of parent support group (PSG).

I want to take this opportunity to thank our donors and volunteers who help us in our journey.

We look forward to another challenging year – 2021. Bring it on!



ORGANISATION STRUCTURE



BOARD DIRECTORS OF iC2 PREPHOUSE

A/Prof Wong Meng Ee (Chairman / Director)

A/Prof. Wong Meng Ee received his PhD from the University of Cambridge. He is presently a tenured Associate Professor at the Psychology and Child & Human Development academic group at the National Institute of Education, Nanyang Technological University. He researches and teaches in special and inclusive education, assistive technology, disability studies and teacher education across diploma and postgraduate courses.

He has published in international journals, including Asia Pacific Journal of Education, British Journal of Visual Impairment, International Journal of Inclusive Education, Journal of Visual Impairment and Blindness, Support for Learning. He has also published book chapters with Lexington Books, McGraw Hill, Springer and Routledge. His forthcoming co-edited book with A/Prof Levan Lim, Special Needs in Singapore: World Scientific, will publish trends and Issues in July 2021.

He currently serves on several non-profit and charity organizations, including SG Enable, iC2 PrepHouse serving individuals with disabilities. In 2019, he was appointed Chairman of the Goh Chok Tong Enable Fund. Outside his academic endeavours, he is a keen athlete. He completed five full marathons, two biathlons, two 10km open water swims and competed in competitive swimming; participating last at the 2015 ASEAN Para Games with two bronze medals in the Men's S12(50m and 100m) freestyle.



BOARD DIRECTORS OF iC2 PREPHOUSE

A/Prof Ang Beng Ti, Christopher

A/Prof Ang trained in neurosurgery at the National Neuroscience Institute (NNI), Singapore, and at Vancouver General Hospital and BC Children's Hospital, affiliated to the University of British Columbia in Vancouver, Canada. During his residency, he carried out bench research defining molecular mechanisms in oligodendrocyte development and myelination. A/Prof Ang is currently a senior consultant and Head of the Department of Neurosurgery at the SGH campus of NNI, with a sub-speciality practice in minimal access neurosurgery, neuro-oncology and radiosurgery.

He also contributes to medical education as an Associate Professor at the Duke-National University of Singapore Graduate Medical School. In addition, he is a clinician-scientist and co-leads the NNI Neuro-Oncology research effort which explores glioblastoma tumorigenesis and its implications for patient-tailored therapy





BOARD DIRECTORS OF iC2 PREPHOUSE

Dr Audrey Looi

Dr Audrey Looi trained in Oculoplastics at the Singapore National Eye Centre. She completed her fellowships in Oculoplastic, Orbital and Ocular Pathology at the University of British Columbia under the supervision of Prof Peter Dolman, Prof Jack Rootman and Prof Valerie White respectively, returning to Singapore in 2004 with a Best Fellow research prize. She served as Head of the Oculoplastic Service as well as Clinical Director of the General Eye Clinic at the Singapore National Eye Centre from 2007 to 2016 and 2009 to 2019 respectively. She was appointed Adjunct Associate Professor at the Duke-NUS Graduate Medical School from 2012 to 2019. Dr A Looi is currently the Medical Director of Ava Eye Clinic.

Dr Looi serves as an examiner with the Royal College of Ophthalmology (Edinburgh) and the National University of Singapore. She was elected Treasurer of the Asia-Pacific Society of Ophthalmic Plastic and Reconstructive Surgery from 2006 to 2010 and Vice-President of the society from 2012-2014. She served as Editor of the society's newsletter, iPlastic from 2013 to 2018 and was re-elected First Vice-President of the society in December 2018. She is the First Vice-President of the Singapore Society of Ophthalmic Plastic and Reconstructive Surgery. Dr Looi is a founding Board Director of iC2 PreHouse, a charity set up in Singapore in 2011 to provide programmes that enable greater independence of children with low vision as well as their continued education in mainstream schools.





BOARD DIRECTORS OF iC2 PREPHOUSE

Ms Jennifer Chia (Director / Company Secretary)

Ms Chia is a Partner in the transactional team at TSMP Law Corporation, a corporate and commercial boutique law firm. She heads the Corporate Real Estate and Banking and Finance practices and co-heads the Private Wealth and Trust Advisory desk. Ms Chia's practice focuses on corporate real estate and various financing transactions. Ms Chia is recognised as Highly Regarded in Banking in IFLR1000 2019–2021, a Recommended Lawyer in Banking & Finance in The Legal 500 Asia Pacific 2018–2021, a Recommended Lawyer in Corporate and M&A in The Legal 500 Asia Pacific 2020–2021 and a Recommended Lawyer in Banking & Finance in Chambers Global & Asia-Pacific 2021.

Ms Chia holds an L.L.B. Hons from the National University of Singapore, and she was admitted as an Advocate & Solicitor to the Supreme Court of Singapore in 1998. She is a member of the Singapore Academy of Law and the Law Society of Singapore. Ms Chia is also the company secretary of Boys' Town and St. John's Cambridge (Singapore), which focuses on education and youth.

At iC2 PrepHouse, Ms Chia is involved mainly in its corporate compliance and regulatory matters. She was drawn to volunteer at iC2 PrepHouse as her two young daughters had been diagnosed with minor vision impairment, which was treatable. However, this experience made her realise how important the training and courses at iC2 PrepHouse would equip vision impaired children with the skills to lead as normal a life as possible.



BOARD DIRECTORS OF iC2 PREPHOUSE

Ms Goh Shuet-Li

As a law graduate from King's College, University of London, Shuet-Li's professional career started as an Advocate and Solicitor in legal practice. Shortly thereafter, she transitioned into the financial sector, taking on the role of Assistant Director in Institutional Equity sales at a number of multinational financial institutions. In 2000, she moved on to owning and managing her family-owned business in the retail of jewellery. All this time she remained passionate in creating a better and more caring society.

Her first entry into the social service sector was as a Board member at Home Nursing Foundation, the longest established IPC-status charity in Singapore providing nursing services and other health-related services to the lower income community in their homes, at a national level. She was actively involved in the HR and Staff Development sub-committee and the Communications and Development sub-committee.

In 2016, Shuet-Li joined the Board of iC2Prephouse. Today, Shuet-Li retains her board role at iC2 Prephouse alongside a full time position as Executive Director at Resilience Collective Ltd, an IPC status charity championing the value of the perspectives of persons who have a lived experience of mental health conditions.

When Shuet-Li needs a break, she turns to yoga, long walks and anything to do with nature.



BOARD OF DIRECTORS OF iC2 PREPHOUSE

Name	Appointment	Board Meeting Attendance
A/Prof Wong Meng Ee	Chairman	3/3
Dr Audrey Looi	Director	3/3
A/Prof Ang Beng Ti, Christopher	Director	3/3
Ms Jennifer Chia	Director / Company Secretary	3/3
Ms Goh Shuet-Li	Director	3/3

SUB-COMMITTEES

Programmes & Services
A/Prof Wong Meng Ee (Chairperson) Professor John Ravenscroft (Member) Dr Audrey Looi (Member)
Finance & Investment
A/Prof Wong Meng Ee (Chairperson) Ms Goh Shuet-Li (Member)
Fund Raising
A/Prof Wong Meng Ee (Chairperson) Dr Audrey Looi (Member)
Audit/Governance/Nomination/Appointment/Human Resources
Ms Jennifer Chia (Chairperson) A/Prof Ang Beng Ti, Christopher (Member)

LEADERSHIP OF iC2 PREPHOUSE

Jamuna Rani Govindaraju (Executive Director)

Jamuna is the Executive Director at iC2 PrepHouse, and she joins us with 23 years of experience working with children and youths in Singapore, Jakarta and Australia.

She started her career as a primary school teacher with the Ministry of Education. After completing her stint with MOE, she worked with AWWA (TEACH ME Services) for six years, integrating the physically challenged in mainstream schools. She then moved on to work in Jakarta with the PSB Singapore School. Upon returning from Jakarta, she worked in Singapore in Institutes of Higher Learning, MDIS and SIM, holding management positions for five years. She has a Bachelor of Arts majoring in Economics and Statistics from the National University of Singapore. She completed her Post Graduate Diploma in Education from the National Institute of Education. She completed her Master of Education, specialising in Educational Management, with The University of Melbourne and graduated with first-class honours.

She helped organised the fundraising events for iC2 PrepHouse in 2015, 2017, 2018 & 2019. She helped secure grants from Tote Board Enabling Lives Initiative (TBELI) for the Counselling Services of the Visually Impaired in Singapore and Assistive Technology Assessment and Training for the visually impaired in Singapore. She has successfully secured funding from the Community Foundation of Singapore, Seattle Foundation, Community Chest Charity Support Fund, St. James Wealth Management and Macquarie Bank. She recently secured financing from Charities America Foundation for the next three years.

She attended UNCPRD (United Nations Convention on the Rights of Persons with Disabilities) in Geneva from 18 Mar 2019 to 22 Mar 2019 and the 7 Skills for Public Leaders Workshop at Lee Kuan Yew School of Public Policy from 9 Apr 2019 to 12 Apr 2019. In 2020, she attended SSI Expert Series: Impact Strategy, Evaluation and Management for Non-Profits at INSEAD Singapore.



LEADERSHIP OF iC2 PREPHOUSE

Lee Lay Hong (Vision Teacher)

Lay Hong is a teacher of visually impaired students who graduated from the University of Newcastle, Sydney, Australia, with a Master in Special Education, specialising in visual impairments in 2010. Her course was undertaken at the Renwick Centre of the Royal Institute for Deaf and Blind Children (RIDBC) in Sydney.

She has a certificate in Reading and Writing English Grade 2 Braille from the Royal National Institute of Blind People (RNIB), allowing her to teach braille to children and adults with visual impairments.

In addition to providing itinerant services to students with visual impairments in mainstream primary and secondary schools, as well as home services for early intervention, she has also been a part-time supervisor with the National Institute of Education (Singapore) for the Allied Educator (Learning and Behavioral Support) practicum module since 2008.

Before specialising in visual impairments, she was a trained teacher with the Ministry of Education, teaching in mainstream secondary schools. She was also a part-time supervisor for trainee teachers from the NIE between 1996 and 1998 and a part-time tutor at the National University of Singapore, Department of History, in 2002.



TOTAL ANNUAL REMUNERATION FOR TOP SENIOR EXECUTIVE

Remuneration Bands	No of Executives	
\$100,000 – \$150,000	1	
Name	Designation	Board Meeting Attendance
Ms Jamuna Rani Govindaraju	Executive Director	3/3
* The Executive Director is an ex-officio member of the Board Meetings and has the right to attend all meetings but does not vote at the meetings.		

PROCUREMENT AND FINANCE

Our Approval Process

Petty Cash Approval	For Staff	For Executive Director
Less than \$100	Executive Director	Any Board Director

Procurement Process

Items	Less than \$10,000	More than \$10,000
Quotes for item	Executive Director	Three quotes to be approved by the board with a recommendation from the Executive Director

Purchase Approval/Allocation of Expenses to Fund

Items	Approval	Second Approval	Third Approval
Less than \$5,000	Executive Director	Board Director	
\$5001 to \$10,000	Board Director	Board Director	
\$10,001 to no limit	Board Director	Board Director	Board Director



POLICIES

Finance & Funding

The Tote Board Social Service Fund (TBSSF) and public donations fund the centre. The centre also collects nominal fees from its programmes. In 2020, iC2 PrepHouse had additional support from grants, hence, we could close the year with a positive balance.

Conflict of Interest Policy

The Board of Directors of the Company serves without remuneration for their voluntary service to the Company to maintain the integrity of doing public trust and community good instead of personal gain. The Company has a Conflict Policy to avoid any actual or perceived conflicts of interest by ensuring that the policy and declaration form is read and acknowledged with the signature of each board member upon election or appointment and annually after that during his term of office. Full disclosure to the board must be made when a conflict of interest situation arises. A board member abstains from voting in any matter in which he has a conflict of interest.

Reserves Policy

The reserves policy helps iC2 PrepHouse define and set goals for reserve funds, clearly describe authorisation for the use of reserves, and outline requirements for reporting and monitoring.

iC2 PrepHouse would like to maintain surpluses in our reserves that amount to \$3.04 million dollars which is about 3.8 years of the Charities' annual operating budget (\$800,000).

Personal Data Protection Act Policy

iC2 PrepHouse has implemented processes to comply with the Personal Data Protection Act 2012 (the "PDPA"). Unless otherwise permitted by law, iC2 PrepHouse obtains consent for collecting, using, disclosing, and processing personal data. Consent given may be withdrawn by notification to the Data Protection Officer in AWWA. Data is also used only for purposes disclosed unless otherwise permitted under the law. Reasonable security arrangements are also in place to prevent



unauthorised access, collection, use, disclosure, copying, modification or disposal of personal data.

Whistle-Blowing Policy

iC2 PrepHouse is committed to high standards of corporate governance and compliance with all laws, regulatory requirements and internal policies. iC2 PrepHouse does not condone any malpractice, impropriety or statutory non-compliance by employees in the course of their work. In line with this commitment, the Whistleblowing Policy aims to encourage staff, partners, volunteers, suppliers, contractors, clients and other stakeholders of iC2 PrepHouse to raise concerns or to report malpractices or misconducts, and to offer assurance that they will be protected from reprisals or victimisation for whistle-blowing in good faith. iC2 PrepHouse's Whistle-blowing Policy is available on our website for reference.

Annual General Meeting

The Annual General Meeting is held in May each year and within six months after the end of the financial year, ending on 31 Dec. All necessary documents such as Annual Returns and audited financial statements are filed with NCSS and the Commissioner of Charities and disclosed on the Charity Portal within six months of the financial year-end.

Board Selection and Recruitment Policy

Upon receiving the resumes for successful candidates for board directorship, the Executive Director sends them to the Nomination Committee for review. Once the Nomination Committee approves the resumes, the resumes are then passed to the board of directors for consideration. If the resume is acceptable, a face to face or zoom interview is arranged. After the discussion, an offer is made to the potential candidate. Once the offer is accepted, a formal appointment letter with the roles and responsibilities spelt out is given to the candidate for endorsement. Once appointed, he/she is placed in the subcommittees for one year for training and assessment of his/her performance. After one year, the Chairman assesses the board member then, and the board member may remain in the subcommittee, be promoted to the board of directors or asked to leave the subcommittee.



Board Training and Effectiveness Policy

The board member placed in the subcommittee will be mentored by a board of director and will assess his/her performance after the one year term for reappointment or promotion to board director or termination of services.

Board Effectiveness and Performance Policy

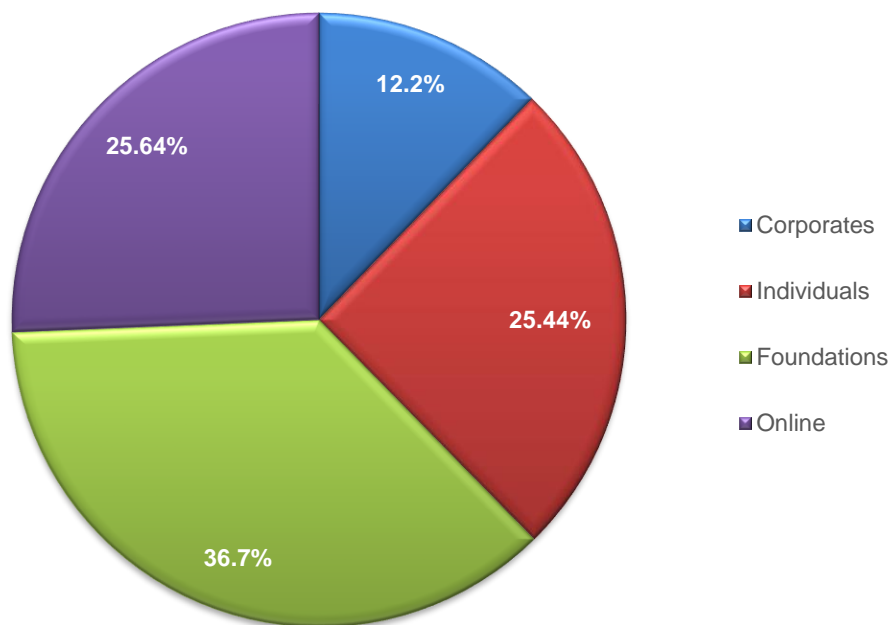
Once a board director's term is over, the board chairman performs the board director's effectiveness and performance evaluation before re-nomination. The board director who will be renominated will also complete a self-assessment. For the Chairman's re-nomination, the review will be performed by the Nomination Committee.

Board's Re-Nomination Policy

According to iC2 PrepHouse Constitution, each board director serves a 3-year term. Upon completion of the period, the board director is eligible for re-nomination.

BREAKDOWN OF DONATIONS

Corporates	12.2%
Individuals	25.44%
Foundations	36.7%
Online	25.64%



Our Fund Raising Activity for 2020 was mainly online using the following platforms

1. Giving.sg
2. GIVE.asia
3. Simplygiving.com
4. Donate for Change

Our admin charges for the fundraising activity was nominal. Hence, our Fund Raising cost was \$19.00 for the financial year 2020

VOLUNTEERS

iC2 PrepHouse accepts the service of all volunteers with the understanding that such service is at the sole discretion of iC2 PrepHouse. Volunteers agree that iC2 PrepHouse may, at any time, for whatever reason, decide to terminate this relationship.

The volunteer may, at any time, for whatever reason, decide to sever his or her relationship with us. Notice of such a decision should be communicated as soon as possible to us in writing.



Our volunteers are assisting in the creation of tactile resources customised to the learning needs of iC2 PrepHouse students.

For 1 Jan 2020 – 31 Dec 2020

Volunteers < 24 Hours Per Year	30
Regular Volunteer > 24 Hours Per Year	0 (No event involving regular volunteers in 2020 due to Covid-19 situation)
Total Volunteer Strength	30

SUCCESS STORIES

1. Bryan Ang Wee Hao

Bryan Ang was born premature and had Retinopathy of Prematurity (ROP) and nystagmus. He has no light perception in his right eye and uses only his left eye to see.

Bryan came to iC2 PrepHouse when he was in Primary 5 in a mainstream school. While he did not require any assistive technology or magnification devices, he needed skills in visual efficiency to help him make the most use of his remaining vision. iC2 PrepHouse's teachers worked closely with his primary school to ensure that the appropriate access arrangements were provided for Bryan when he sat for his PSLE the following year.

Bryan is currently pursuing his Higher Nitec certificate in Human Resource. Bryan also plays the piano and has an ABRSM Grade 6 practical. He performs regularly at his music school concerts. In his free time, Bryan arranges covers for game music on Muscores. He has his own YouTube channel showcasing his piano roll with over 300 subscribers. Bryan hopes to do music composition in a polytechnic after his ITE education.



2. Jayne Goh Xiu Fong

Jayne was first referred to iC2 PrepHouse when she was one year old. She was diagnosed with bilateral congenital cataract at three months old and was aphakic (her lens removed).



Intervention for Jayne started with monthly, then fortnightly, home visits to show her parents how to interact with her and help her development. When Jayne was enrolled in childcare near her home, iC2 PrepHouse worked with the school, and weekly intervention sessions were conducted at her preschool.

When Jayne first started with iC2 PrepHouse, she was not using her vision to explore her surroundings and did not interact with the toys around her. With a home-based intervention session, we could show her parents how to encourage her to scan her playpen for toys visually, and when she finds them, how to explore the object by bringing it closer to her eyes to see. By the time she started preschool, Jayne was more visually aware of her environment but still found it difficult to visually attend and explore items in her classroom.

Today, Jayne is not only attending to objects placed before her; she can identify colours, pictures and solve simple visual puzzles independently.



3. Maruthasalamoorthy Jaishna

Jaishna has Lebers Congenital Amaurosis, a progressive condition affecting the retina, but that does not stop her from giving her best, whether in the classroom or out on the tracks.

Jaishna began receiving services from iC2 PrepHouse when she was still in kindergarten. She struggled to read and write and was not ready for the mainstream school curriculum in a year. She was introduced to a basic desktop CCTV that could electronically magnify her materials to an appropriate size so that she could access and read. When she started primary school, Jaishna had a CCTV that enabled her to access print materials placed before her and access the whiteboard and visualiser screen in the front of the classroom, which would otherwise be inaccessible.

Today, Jaishna is a confident young girl in a mainstream secondary school. She participates actively in programmes in and out of school. Twice a week, Jaishna trains with the local, national para-athletics team. She has participated in several Haw Par National Youth Para Athletics Championships and the SPH National Athletics Championships. She hopes to be able to represent Singapore one day in regional and international competitions!



4. Jolee Koh

Jolee, 4, was diagnosed with Global Developmental Delay at birth. This condition has impacted several developmental areas, including her visual functioning. When she was first referred to iC2 PrepHouse in 2019, she showed little response to visual stimulus.

After receiving fortnightly intervention sessions, Jolee made steady progress and functions with a more consistent visual response of fixating and following objects presented against a black background. Although Jolee is nonverbal and has visual challenges, she never fails to express her excitement through laughter whenever she locates a familiar item or hears a familiar tune.



5. Mihran Aydin Usman Sharif

Mihran, 7, was diagnosed with Leber's Congenital Amaurosis when he was five. It is a rare genetic eye condition that affects primarily the retina resulting in vision loss. He had been receiving weekly intervention sessions since his referral to iC2 PrepHouse in September 2019.

While Mihran can function like his sighted peers in most situations, he has difficulty viewing regular prints, details and things that are at a distance. In school, he uses a desktop magnifier to access information near and at a distance. Despite his visual challenges, Mihran takes on a keen interest in learning. It also did not stop him from actively participating in other activities such as gymnastics and swimming. His story was recently featured in the first episode of Channel News Asia (CNA)'s documentary titled 'Seeing is Believing'.



MY WORK AT iC2 PREPHOUSE: UNLOCKING POTENTIALS

By Amanda-Marie Siow (Assistant Vision Teacher)

As an assistant vision teacher, my role is to provide specialised instructions to students with visual impairments in Singapore. Depending on one's visual functioning, they are equipped with compensatory skills such as the use of braille, the aid of assistive technology, and/or acquiring more efficient ways to use their vision. This toolbox of skills would help optimise their learning potential in functional and academic pursuits.

As the individual progresses academically, from preschool to university, I work closely with parents, teachers, and therapists to advise them on enhancing their learning in schools. For example, demonstrating how to modify activities and materials ensures the student receives equitable access in classrooms, just like their



sighted peers.

Together with my team of vision teachers, we also organise activities to expose our students beyond academics like sports, arts, music, and coding workshops, to name a few. Additionally, we formed parent-support groups to serve as a safe space for families to gather and socialise.

Being part of enriching the lives of individuals with visual impairments has been rewarding. Witnessing how they unlock personal potentials, gain confidence and independence are just some of the little wins I celebrate with my students and their families in this journey.





iC2 PREPHOUSE'S PROGRAMMES AND SERVICES

Assistive Technology

Assistive technology, also known as access technology or adaptive technology, is the array of tools used to help people with visual impairments gain access to the world and environment. It enables students to access information, read, write, do and have independence as they study alongside their peers in the mainstream curriculum.

Assistive technology devices range from low to high technology, for example, handheld magnifier, desktop magnifiers, braille note takers and software like screen readers or screen magnifiers.

At iC2 PrepHouse, we conduct assessments to determine the most appropriate assistive technology and device for each student. Not only will this enhance the performance of the intended student in accessing the environment, but it will also minimise cost. Assessments are essential as most devices are expensive and will waste resources if a piece of equipment bought is deemed unsuitable.

Training in the use of the equipment is essential as it helps the student understand and maximise the potential of the technology to his/her need. Therefore, training sessions are planned and conducted to learn how to harness the equipment and technology in their daily learning.

Braille Literacy

Braille is a crucial literacy medium as it is a tactile code enabling the blind alternative access to print. The abilities to read and write are vital aspects of literacy and learning. Despite technological advances in computer and speech output technology, where the printed text can be auditory accessed by the blind, they do not address the issues of learning to read and write. As such, braille is an essential medium of learning for these children.

Braille serves as an essential medium of learning in young preschool children with the diagnosis or prognosis of severe visual impairment. Mastering braille will enable the children to learn to read and write, prepare them for their primary school



education, and lead to higher education. Hence, these children must be provided with options to learn braille to promote literacy.

In the case of school-age children and young adults with a diagnosis or prognosis of severe visual impairment, functional braille mastery helps maintain confidence and independence.

Braille is introduced to our students at various ages, depending on their individual learning needs. On referral to our centre, a comprehensive assessment is conducted to assess the student's learning needs. Upon identifying braille as a suitable learning medium for the student, an individual educational plan will be drawn up, and the relevant training will be arranged.

Early Intervention

Vision is the primary source of information for most children. In addition, basic life concepts and tasks are learned incidentally through vision, which children with poor vision or no vision may miss out on. Hence, infants who are blind or are visually impaired are at risk of delayed or aberrant development. Areas where visual impairment may impact growth include speech and communication, mobility, social skills, independent self-help skills, and cognitive skills.

A developmental assessment appropriate for infants and young children with visual impairments is crucial, in addition to the functional vision assessment and a learning media assessment. At iC2 PrepHouse, the relevant evaluations are conducted when the child is being referred to us. Based on the evaluation, an individualised intervention programme is designed for the child.

During the sessions, the teachers provide specialist intervention to plug the gaps in acquiring skills and knowledge for future learning. Our teachers also work with the parents, caregivers, and other service providers to ensure skills are reinforced throughout the day and between intervention sessions. These early intervention programmes from the time of diagnosis are crucial to successfully integrating the child with visual impairment later.



Functional Skills

The Functional Skills programme covers a wide range of sensory efficiency skills (visual, tactile, and auditory), concept development and daily living skills. These skills are essential to develop so that those with visual impairment can lead independent and fulfilling lives. The programme helps the students acquire these skills to maximise their vision and other senses to interact and learn from their environment.

During the student's functional vision assessment, skills that need to be developed are identified and included in the student's Individual Educational Plan. Practical skills are never taught in isolation but are permanently embedded in the general sessions with the students. For example, sensory skills are usually conducted during concept development, daily living skills and assistive technology, and orientation and mobility programmes.

School Support Services

Where possible, we try to work for the inclusion of children with visual impairments in mainstream schools. However, being a low incidence disability, your child or student may be the only person with a visual impairment in the school. Resources and knowledgeable personnel may not be available. In addition, each visual condition has its unique manifestation and implication such that even if two children have been diagnosed with a similar disorder, their experiences and level of needs may differ significantly.

For the child to reap maximum benefits from the inclusion process, the right level of support must be provided for the child, meeting the individual and unique needs of the child concerned.





iC2 PrepHouse can work with schools and other service providers by making available the resources and expertise in promoting inclusion, through:

- Providing specialist assessment (Functional, Learning Media, and Orientation and Mobility Assessments) to determine the needs of each child.
- Advising teachers and staff of the needs of the child and the provisions required to ensure inclusion.
- Awareness talks to school staff and/or students about visual impairments.



- Working with schools and examination boards to ensure equitable and appropriate accommodations and provisions are given during school and national exams.

Our Future Plans:

	<p>We plan to continue with outreach programmes to increase awareness of our programmes/services and student enrolment. Our targeted groups will be eye specialists, low vision clinics, VWOs with disability services, childcare centres, schools for the visually handicapped, parents of the visually impaired and mainstream schools.</p>
	<p>We shall explore with the Ministry of Education on providing school support services for visually impaired students in mainstream schools and tertiary institutions.</p>
	<p>We shall also explore collaborations with VWOs who have visually impaired clients to provide consultancy services to teach visually impaired children and youths.</p>
	<p>We will train and develop our local talents to be qualified Vision Teachers. We have recruited two trainee teachers who will be given on the job training while being sponsored for training courses to be certified vision teacher or orientation and mobility instructor.</p>



REVIEW OF FINANCIAL STATE AND EXPLANATION OF MAJOR FINANCIAL TRANSACTIONS

The centre recorded a net surplus and total comprehensive income of \$388,135 in the year 2020.

For the Financial year ended Dec 2020, our reserves ratio is 3.6.

Reserves as at Dec 2020	\$2,257,212
Expenditure of 2020	\$613,999
Reserves Ratio	$\$2,257,212 / \$613,999 = 3.6$

EXPLANATION OF THE PURPOSES FOR WHICH THE CHARITY'S ASSETS ARE HELD

The assets owned by iC2 PrepHouse are used for daily operational needs. iC2 PrepHouse has not purchased any significant assets. However, specialised equipment such as CCTV (big print reader), handheld magnifiers, Braille and screen reading software are the essential teaching aids in Assistive Technology Program.

STATEMENT OF ACCOUNTS

The statement of accounts for the financial year ended 31 Dec 2020 is attached in the Annex (Statement of Accounts).

CODE OF GOVERNANCE CHECKLIST

S/No.	Code guideline	Code ID	Response (select whichever is applicable)	Explanation (if Code guideline is not complied with)
BOARD GOVERNANCE				
1	Induction and orientation are provided to incoming governing board members upon joining the board.	1.1.2	Complied	
2	Are there governing board members holding staff ¹ appointments?		No	
3	<p>The Treasurer of the charity (or any person holding an equivalent position in the charity, e.g. Finance Committee Chairman or a governing board member responsible for overseeing the finances of the charity) can only serve a maximum of 4 consecutive years.</p> <p>If the charity has not appointed any governing board member to oversee its finances, it will be presumed that the Chairman oversees the finances of the charity.</p>	1.1.7	Complied	
4	All governing board members must submit themselves for re-nomination and re-appointment, at least once every 3 years.	1.1.8	Complied	
5	The board conducts self evaluation to assess its performance and effectiveness once during its term or every 3 years, whichever is shorter.	1.1.12	Complied	
6	Is there any governing board member who has served for more than 10 consecutive years?		No	

7	There are documented terms of reference for the board and each of its committees.	1.2.1	Complied	
CONFLICT OF INTEREST				
8	There are documented procedures for governing board members and staff to declare actual or potential conflicts of interest to the board at the earliest opportunity.	2.1	Complied	
9	Governing board members do not vote or participate in decision making on matters where they have a conflict of interest.	2.4	Complied	
STRATEGIC PLANNING				
10	The board periodically reviews and approves the strategic plan for the charity to ensure that the charity's activities are in line with the charity's objectives.	3.2.2	Complied	
HUMAN RESOURCE AND VOLUNTEER² MANAGEMENT				
11	The board approves documented human resource policies for staff.	5.1	Complied	
12	There is a documented Code of Conduct for governing board members, staff and volunteers (where applicable) which is approved by the board.	5.3	Complied	
13	There are processes for regular supervision, appraisal and professional development of staff.	5.5	Complied	
14	Are there volunteers serving in the charity?		Yes	
15	There are volunteer management policies in place for volunteers.	5.7	Complied	
FINANCIAL MANAGEMENT AND INTERNAL CONTROLS				
16	There is a documented policy to seek the board's approval for any loans, donations,	6.1.1	Complied	

	grants or financial assistance provided by the charity which are not part of the charity's core charitable programmes.			
17	The board ensures that internal controls for financial matters in key areas are in place with documented procedures.	6.1.2	Complied	
18	The board ensures that reviews on the charity's internal controls, processes, key programmes and events are regularly conducted.	6.1.3	Complied	
19	The board ensures that there is a process to identify, and regularly monitor and review the charity's key risks.	6.1.4	Complied	
20	The board approves an annual budget for the charity's plans and regularly monitors the charity's expenditure.	6.2.1	Complied	
21	Does the charity invest its reserves (e.g. in fixed deposits)?		Yes	
22	The charity has a documented investment policy approved by the board.	6.4.3	Complied	
FUNDRAISING PRACTICES				
23	Did the charity receive cash donations (solicited or unsolicited) during the financial year?		Yes	
24	All collections received (solicited or unsolicited) are properly accounted for and promptly deposited by the charity.	7.2.2	Complied	
25	Did the charity receive donations in kind during the financial year?		Yes	
26	All donations in kind received are properly recorded and accounted for by the charity.	7.2.3	Yes	

DISCLOSURE AND TRANSPARENCY				
27	The charity discloses in its annual report — a) the number of Board meetings in the financial year; and b) the attendance of every governing board member at those meetings.	8.2	Complied	
28	Are governing board members remunerated for their services to the board?		No	
29	Does the charity employ paid staff?		Yes	
30	No staff is involved in setting his own remuneration.	2.2	Complied	
31	<p>The charity discloses in its annual report —</p> <p>a) the total annual remuneration for each of its 3 highest paid staff who each has received remuneration (including remuneration received from the charity's subsidiaries) exceeding \$100,000 during the financial year; and</p> <p>b) whether any of the 3 highest paid staff also serves as a governing board member of the charity.</p> <p>The information relating to the remuneration of the staff must be presented in bands of \$100,000.</p> <p>OR</p> <p>The charity discloses that none of its paid staff receives more than \$100,000 each in annual remuneration.</p>	8.4	Complied	

32	<p>The charity discloses the number of paid staff who satisfies all of the following criteria:</p> <ul style="list-style-type: none"> a) the staff is a close member of the family³ belonging to the Executive Head⁴ or a governing board member of the charity; b) the staff has received remuneration exceeding \$50,000 during the financial year. <p>The information relating to the remuneration of the staff must be presented in bands of \$100,000.</p> <p>OR</p> <p>The charity discloses that there is no paid staff, being a close member of the family³ belonging to the Executive Head⁴ or a governing board member of the charity, who has received remuneration exceeding \$50,000 during the financial year.</p>	8.5	Complied	
PUBLIC IMAGE				
33	<p>The charity has a documented communication policy on the release of information about the charity and its activities across all media platforms.</p>	9.2	Complied	
<p>Notes:</p> <p>¹ Staff: Paid or unpaid individual who is involved in the day to day operations of the charity, e.g. an Executive Director or administrative personnel.</p> <p>² Volunteer: A person who willingly serves the charity without expectation of any remuneration.</p> <p>³ Close member of the family: A family member belonging to the Executive Head or a governing board member of a charity —</p> <ul style="list-style-type: none"> a) who may be expected to influence the Executive Head's or governing board member's (as the case may be) dealings with the charity; or b) who may be influenced by the Executive Head or governing board member (as 				



the case may be) in the family member's dealings with the charity.

A close member of the family may include the following:

- a) the child or spouse of the Executive Head or governing board member;
- b) the stepchild of the Executive Head or governing board member;
- c) the dependant of the Executive Head or governing board member.
- d) the dependant of the Executive Head's or governing board member's spouse.

⁴ Executive Head: The most senior staff member in charge of the charity's staff.

FINANCIAL STATEMENTS FOR 2020