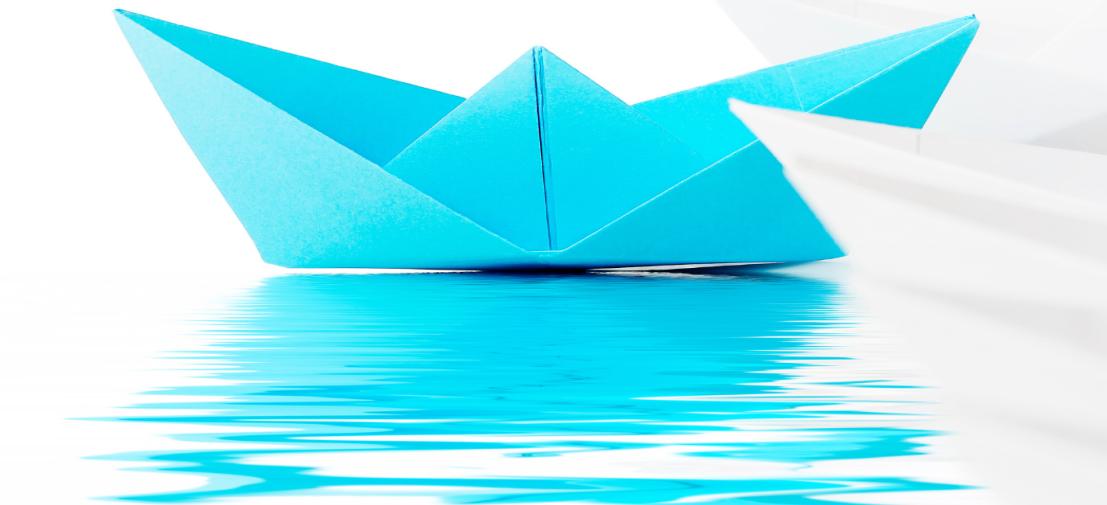




# SAIL Assessment Report

Setting up Access for Independence and Learning



**Curated learning pathways for independent living**

**Date of Birth**  
**03/09/2012**

**Test Data**

**Date of Reporting**  
**29 Sep 2025**

Our functional assessment is based on the developmental domains and is designed to understand a child's profile and potential. While observing a child, many important facets of a child's development are revealed simultaneously and factors that may be impeding the child's overall performance are also identified. Developmental assessment observes how your child grows and changes over time and whether your child meets the typical developmental milestones in all the domains of development.

	Domains	Description
I	Physical	The physical domain covers the development of physical changes, which includes growing in size and strength, also includes body image, health and nutrition.
II	Motor	Refers to elements related to gross motor, fine motor and bilateral coordination.
III	Sensory	Assess children's sensory processing patterns with the Sensory Profile, adapted from the Pearson Tools. This helps to understand a child's sensory processing patterns in everyday situations and profile the sensory system's effect on functional performance.
IV	Cognition	The cognitive domain includes intellectual development and creativity.
V	Social & Emotional	The social-emotional domain includes a child's growing understanding and control of their emotions and participation in varied social domains.

VI	Speech and Communication	Addresses the skills of listening and speaking. Understanding receptive and expressive communication.
VII	Play	The observation and assessment of play, physical play and social skills through play.
VIII	ADLs	The activities of daily living are those skills required to manage one's basic physical needs, including personal hygiene or grooming, dressing, toileting, transferring and eating.

Within each of these domains, there are a variety of skill set areas that can further define specific areas of child development and learning.

Needs major support	Emerging	Developing	Meeting	Exceeds expectation	Unable to observe clearly
Child refuses to recognise/attempts the skill	The child has been taught this skill	Able to revisit previous knowledge or skill	Showing a strong evidence of deep understanding	Demonstrates an exceptional level of performance	No / limited scope for observation
The child does not meet even the minimum expectations in results	Been given opportunities to develop	Been given opportunities to practise the skills	Able to apply the skill without prompting	Consistent	Activity video is too short to get an understanding
Significant improvement is needed in the skills area	Being supported by an adult	Shows an increasing understanding	Consistently be able to apply independently	Exceptional mastery	The video is edited or support being given outside the area of video

	Is at the early stages of acquisition of this skill	Frequently is able to apply independently		Able to extend to higher level concepts using the skill being assessed for	
	Occasionally is able to apply the skill independently	Comprehends the skill but is unable to fully complete the skill			

## Gross Motor

<b>Gross Motor</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
Sit	<b>Needs major support</b>	,	
Stand	<b>Needs major support</b>		
Walk	<b>Needs major support</b>		
Run	<b>Needs major support</b>		
Jump	<b>Needs major support</b>		
Hop	<b>Needs major support</b>		
Throw/catch/ kick ball	<b>Needs major support</b>		

Gross Motor	Observation	Evidence	Recommendation
Obstacle course	<b>Needs major support</b>		
Ride a scooter board/tricycle	<b>Needs major support</b>		
Posture	<b>Needs major support</b>		
Motor Planning	<b>Needs major support</b>		
Gait	<b>Needs major support</b>		
Balance	<b>Needs major support</b>		
Coordination	<b>Needs major support</b>		
Agility	<b>Needs major support</b>		

Gross Motor	Observation	Evidence	Recommendation
Muscle tone	<b>Needs major support</b>		
Endurance	<b>Needs major support</b>		
Locomotor skills	<b>Needs major support</b>		
Object control	<b>Needs major support</b>		
Posture	<b>Needs major support</b>		
Climb	<b>Needs major support</b>		

## Fine Motor

<b>Fine Motor</b>	<b>Observation</b>	<b>Evidence</b>	<b>Recommendation</b>
<b>Speed of operation</b>	<b>Needs major support</b>	Approved,	
<b>Dexterity</b>	<b>Needs major support</b>	Approved,	
<b>Finger isolation</b>	<b>Needs major support</b>	Approved,	
<b>In hand manipulation</b>	<b>Needs major support</b>		
<b>Object Manipulation</b>	<b>Needs major support</b>		
<b>Handling of writing tools</b>	<b>Needs major support</b>		
<b>Coordination</b>	<b>Needs major support</b>		

Fine Motor	Observation	Evidence	Recommendation
Rotation	Needs major support		
Translation	Needs major support		
Shift	Needs major support		
Hand dominance	Needs major support		

<b>Hand Writing</b>			
<b>Posture</b>	<b>Needs major support</b>	,	
<b>Pencil grip / grasp</b>	<b>Needs major support</b>		
<b>Hand position</b>	<b>Needs major support</b>		
<b>Pencil pressure</b>	<b>Needs major support</b>		
<b>Legibility</b>	<b>Needs major support</b>		
<b>Letter formation</b>	<b>Needs major support</b>		
<b>Letter size and spacing</b>	<b>Needs major support</b>		
<b>Word spacing</b>	<b>Needs major support</b>		

<b>Hand Writing</b>			
<b>Speed of writing</b>	<b>Needs major support</b>		

Handling of writing tools			
Grasp	Needs major support		
Pressure	Needs major support		
control	Needs major support		

## Cognition

Cognition Skills	Observation	Evidence	Recommendation
Memory - ST	Needs major support		
Memory- LT	Needs major support		
Working Memory	Needs major support		
Critical Thinking	Needs major support		
Problem solving	Needs major support		
Reasoning	Needs major support		
Time concept	Needs major support		



Cognition Skills	Observation	Evidence	Recommendation
Attention	Needs major support		

Perception Skills	Observation	Evidence	Recommendation
<b>A. Visual Perception</b>			
Visual Memory	Needs major support		
Visual Form Constancy	Needs major support		
Visual Figure-ground	Needs major support		
Visual Spatial	Needs major support		
Visual Closure	Needs major support		
Visual Discrimination	Needs major support		
Visual sequential memory	Needs major support		

<b>B. Auditory Perception</b>			
<b>Auditory Discrimination</b>	<b>Needs major support</b>		
<b>Auditory Tracking</b>	<b>Needs major support</b>		
<b>Auditory attention</b>	<b>Needs major support</b>		
<b>Auditory Memory</b>	<b>Needs major support</b>		
<b>Auditory Sequential Memory</b>	<b>Needs major support</b>		
<b>Auditory closure</b>	<b>Needs major support</b>		
<b>Tactile Perception</b>	<b>Needs major support</b>		
<b>Kinesthetic Perception</b>	<b>Needs major support</b>		

B. Auditory Perception			
Laterality / Directionality	Needs major support		

Academic Skills	Observation	Evidence	Recommendation
<b>Reading</b>			
Pre-reading skills	Needs major support		
Visual tracking	Needs major support		
Phonological awareness - Does not involve print	Needs major support		
Phonemic awareness	Needs major support		
Phonics (vowels, consonants, phonic rules)	Needs major support		
Sight words reading	Needs major support		
Picture comprehension	Needs major support		
Listening comprehension	Needs major support		

Reading			
Reading comprehension	<b>Needs major support</b>		
Subject comprehension	<b>Needs major support</b>		
Reversals	<b>Needs major support</b>		
Vocabulary	<b>Needs major support</b>		
Guess reading	<b>Needs major support</b>		

Maths			
Pre-math	Needs major support		
Numerical concepts	Needs major support		
Concept - Quantity	Needs major support		
Concept - Size	Needs major support		
Concept - Position	Needs major support		
Concept - Volume	Needs major support		
Operations - Addition	Needs major support		
Operations - Subtraction	Needs major support		

Maths			
<b>Operations - Multiplication</b>	<b>Needs major support</b>		
<b>Operations - Division</b>	<b>Needs major support</b>		
<b>Using symbols</b>	<b>Needs major support</b>		
<b>Solving word problems</b>	<b>Needs major support</b>		
<b>Time concept</b>	<b>Needs major support</b>		
<b>Money concept</b>	<b>Needs major support</b>		
<b>Mental arithmetic</b>	<b>Needs major support</b>		
<b>Application of Math concepts to real-life</b>	<b>Needs major support</b>		

Work Behaviour			
Attention span	<b>Needs major support</b>		
Sitting tolerance	<b>Needs major support</b>		
Completion of a task	<b>Needs major support</b>		
Following rules	<b>Needs major support</b>		
Dealing with transition	<b>Needs major support</b>		
Waiting for turns	<b>Needs major support</b>		
Time control	<b>Needs major support</b>		
Behaviour - Respects teachers and peers	<b>Needs major support</b>		

Conventions of Writing			
Word formation	Needs major support		
Sentence Structure & Style	Needs major support		
Syntax - the rule governing word order	Needs major support		
Grammar - the rule of a language	Needs major support		
COP - Capitalization, Organization, Punctuation	Needs major support		
Spelling	Needs major support		
Content	Needs major support		
Word choices / Vocabulary	Needs major support		

Executive Function Skills			
Planning & Prioritization	<b>Needs major support</b>		
Organization	<b>Needs major support</b>		
Self-control	<b>Needs major support</b>		
Task initiation	<b>Needs major support</b>		
Problem solving	<b>Needs major support</b>		
Metacognition	<b>Needs major support</b>		
Flexibility	<b>Needs major support</b>		
Generalisation	<b>Needs major support</b>		



Executive Function Skills			
Time Management	Needs major support		
Study skills	Needs major support		

## Speech and Communication

Communication skills	Observation	Evidence	Recommendation
<b>A. Receptive</b>			
Following simple instructions	Needs major support		
Comprehension of size	Needs major support		
Comprehension of time	Needs major support		
Comprehending instructions	Needs major support		
Name Call response	Needs major support		
WH-Questions	Needs major support		

A. Receptive			
Comprehension of position	Needs major support		
Comprehension of quantity	Needs major support		
Stops to an activity when No is said	Needs major support		
Picture comprehension	Needs major support		

<b>B. Expressive</b>			
<b>Intent for communication</b>	<b>Needs major support</b>		
<b>Initiation of communication</b>	<b>Needs major support</b>		
<b>Communication mode</b>	<b>Needs major support</b>		
<b>Sustenance/Maintanance of communication</b>	<b>Needs major support</b>		
<b>Using full sentence</b>	<b>Needs major support</b>		
<b>Vocabulary</b>	<b>Needs major support</b>		
<b>Closure of communication</b>	<b>Needs major support</b>		
<b>Expressing likes and dislikes/discomfort</b>	<b>Needs major support</b>		

B. Expressive			
Asking for help	Needs major support		
Expresses need	Needs major support		
Usage of grammar	Needs major support		
Saying No	Needs major support		

C. Production of speech			
Production of sound	<b>Needs major support</b>		
Tone and voice modulation	<b>Needs major support</b>		
Clarity	<b>Needs major support</b>		
Articulation of sound	<b>Needs major support</b>		
Any other issues	<b>Needs major support</b>		

## Social and Emotional

Socio-Emotional Skills	Observation	Evidence	Recommendation
Social smile	Needs major support		
Eye-contact	Needs major support		
Intent to socialise	Needs major support		
Making a choice	Needs major support		
Identify and express emotions	Needs major support		
Adapting to new people (Able to identify the primary caregivers separation)	Needs major support		
Self- awareness	Needs major support		

Socio-Emotional Skills	Observation	Evidence	Recommendation
Compliance - Able to accept No for an answer	Needs major support		
Adapting to new environment	Needs major support		
Turn taking	Needs major support		
Asking for help	Needs major support		
Manage and regulate emotions	Needs major support		
Cope with stress	Needs major support		
Understanding different viewpoints	Needs major support		
Self- acceptance	Needs major support		

Socio-Emotional Skills	Observation	Evidence	Recommendation
<b>Resilient</b>	<b>Needs major support</b>		
<b>Establish independence and individuality</b>	<b>Needs major support</b>		
<b>Establish and maintain relationship/friendship</b>	<b>Needs major support</b>		
<b>Values and respect rules / authority</b>	<b>Needs major support</b>		
<b>Behaves appropriately in a variety of social situations</b>	<b>Needs major support</b>		
<b>Responsible for action</b>	<b>Needs major support</b>		
<b>Develop sense of morality</b>	<b>Needs major support</b>		

## Play

Play	Observation	Evidence	Recommendation
Joint Attention	Needs major support		
Imitation	Needs major support		
Group Participation	Needs major support		
Turn taking	Needs major support		
Solitary play	Needs major support		
Parallel play	Needs major support		
Structured play	Needs major support		

Play	Observation	Evidence	Recommendation
Social play	<b>Needs major support</b>		
Pretend play	<b>Needs major support</b>		
Eye contact	<b>Needs major support</b>		
Social smile	<b>Needs major support</b>		
Cooperative play	<b>Needs major support</b>		

## ADL

ADL	Observation	Evidence	Recommendation
Toileting	Needs major support		
Bathing	Needs major support		
Brushing	Needs major support		
Dressing	Needs major support		
Feeding Habits	Needs major support		
Awareness of belongings	Needs major support		
Functional mobility	Needs major support		

ADL	Observation	Evidence	Recommendation
Handling computers/ gadgets	Needs major support		
Handling money	Needs major support		

## Sensory

### Sensory Profiling Quadrant:

Sensory processing refers to the brain's ability to organize, interpret and respond to information received from each of the senses. When interruption or disruption occurs in the processing of information from one or more of these areas, the ability to self-regulate and organize oneself may become compromised. Test Data demonstrates a few signs and symptoms of sensory processing difficulty at this time. The sensory information is separated into 4 quadrants to determine how a child is reacting to various sensory inputs.

Quadrants	Evidence	Recommendations
Seeks out and is attracted to a stimulating sensory environment	Seeks out and is attracted to a stimulating sensory environment	
Distressed by a stimulating sensory environment and attempts to leave the environment		
Sensitivity to stimuli, distractibility, discomfort with sensory stimuli		
Missing stimuli, responding slowly		



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