



# AARA

## Access Arrangements and Reasonable Adjustments (AARA)

### Student Application Pack

#### Inside this pack:

- **Parent Fact sheet**
- **Application form** - Page 4-5 (incl. details about medical information requirements)
- **Medical Template** - Appendix A (provided as guide for medical practitioner if required)

Please return completed application with supporting documents to Student Services

Guidelines stipulate that schools make decisions about AARA for **Units 1 and 2 (Year 11)**. They ensure that for Applied, Applied (Essential) and General subjects, the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in **Units 3 and 4 (Year 12)**.

The provision of AARA for assessment in Units 1 and 2 by a school is not a guarantee that students will be provided the same access or the same adjustments for assessment in Units 3 and 4.

# Access arrangements and reasonable adjustments (AARA) Year 11 and 12

This fact sheet provides information about the AARA process. The Queensland Curriculum and Assessment Authority (QCAA) recognises that some students have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students through minimising barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

**Applications for known or pre-existing conditions must be submitted prior to the due date.**

**Applications for illness or misadventure on the day assessment is due, must be made on the due date.**

A medical report **must be** presented to support applications made due to illness, impairment or disability.

**If an AARA is submitted late and/or not approved** (e.g. due to lack of supporting evidence) **students may not receive any credit for the assessment item.** This will affect the student's overall result and may affect QCE eligibility.

**Absence due to family holiday, sport (other than national representation) or other reasons chosen by the student or family do not constitute grounds for an AARA.** Extensions or adjustments **cannot** be approved for these reasons.

QCAA stipulate:

- Year 11 AARA are school based decisions made in line with QCAA guidelines
- Year 12 AARA applications are submitted to QCAA for approval

## Steps for Access

- 1.** Students are directed to the school web page to access this document. If parents want to clarify expectations, they should contact the school to talk to the HOD Senior Schooling (HOD SS).
- 2.** Student / family completes AARA application and includes all supporting documents (see page four for what supporting documents are required to be completed).
- 3.** Student lodges complete AARA with Education Services, who will pass it onto HOD SS.
- 4.** HOD SS receives AARA application and supporting documents to establish eligibility and meet QCAA submission dates. School contacts parent if further evidence required.
- 5.** HOD SS provides the completed application and supporting documents to the principal for review and approval.
- 6.** HOD SS relays confirmation of eligibility for AARA to teachers.
- 7.** HOD SS notifies student/parent of AARA outcome.
- 8.** HOD SS registers AARA on Spreadsheet (completed by office staff) and QCAA portal.
- 9.** AARA and supporting documentation is given to the office to scan and email teachers and attach to the students One School support provisions. Original documentation filed in the student's file.

# Eligibility for AARA

AARA are provided to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Eligibility barriers include Cognitive, Physical, Sensory and Social / Emotional.

These barriers fall into three broad categories:

- permanent
- temporary
- Intermittent

An AARA can also be applied for due to Illness, Bereavement or Misadventure.

## Ineligibility

Students are not eligible for AARA on the following grounds:

- Unfamiliarity with the English Language
- Teacher absence or other teacher-related difficulties
- Matters that the student could have avoided (e.g. misreading an examination timetable, misreading instructions in examinations)
- Matters of the student's or parent's/carer's own choosing (e.g. family holidays)
- Matters that the school could have avoided (e.g. incorrect enrolment in a subject)

## Important

Early applications for all AARA are recommended to ensure timely decisions and confidence for students.

- Applications submitted close to the due date for assessment should not be for known long-term conditions.
- Applications for AARA for long-term conditions should be submitted at earliest possible time upon diagnosis.

## Access Arrangements and Reasonable Adjustments (AARA) Application Form Years 11 - 12

*All students and parents wishing to apply for AARA in 2020 must complete this form  
Completed application must include required documentation*

AARA are planned and negotiated as early as possible so that eligible students are supported appropriately to participate in, and complete the requirements for, a course of study and assessment.		
Name:	Form Class:	
Date of Birth:	Application Date:	
<b>Period Applied for</b> Start Date: _____ End Date: _____		
Subject(s):	All Subjects: <input type="checkbox"/>	
<b>Which AARA category do you wish to apply for?</b>		
AARA Category	Documentation Required ***Please see over page for documentation requirements***	Documentation Provided
<input type="checkbox"/> <b>Cognitive</b> (eg. Intellectual disability; learning disorder)	<ul style="list-style-type: none"> <li>• Medical report</li> <li>• School statement</li> </ul>	YES / NO
<input type="checkbox"/> <b>Physical</b> (eg. Physical injury or disability)	<ul style="list-style-type: none"> <li>• Medical report <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• School Statement</li> </ul>	YES / NO
<input type="checkbox"/> <b>Sensory</b> (eg. Autistic Spectrum Disorders)	<ul style="list-style-type: none"> <li>• Medical report <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	YES / NO
<input type="checkbox"/> <b>Social/Emotional</b> (eg. Anxiety, depression)	<ul style="list-style-type: none"> <li>• Medical report <i>or</i></li> <li>• EAP verification covering Unit 3 and 4 assessments</li> <li>• School statement</li> </ul>	YES / NO
<input type="checkbox"/> <b>Illness, Bereavement and/or Misadventure</b> (eg. Sickness; accident; unexpected event)	<ul style="list-style-type: none"> <li>• Medical report <i>or</i></li> <li>• Supporting Documentation (other)</li> </ul>	YES / NO
<b>Extent of Adjustment Required</b>	<input type="checkbox"/> <b>Substantial</b> (specific to the individual student - <b>criteria integrity maintained</b> )	
	<input type="checkbox"/> <b>Supplementary/Differentiated</b> (broad based support - <b>criteria integrity maintained</b> )	

Student statement explaining reason for application:

Parent acknowledgement and understanding of reasonable adjustment:

Parent Signature	Student Signature
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Office Use Only	
Application complete    YES / NO	Principal Approved / QCAA Approved
Parent, student, HOD informed of decision    YES / NO	AARA recorded    YES / NO

### **Supporting Documentation**

**Please note: supporting documentation must be included with your AARA application for consideration of submission as per QCAA guidelines.**

#### **Medical report: (See Appendix A)**

To make an informed decision about an AARA application, the QCAA requires a medical report that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of onset or occurrence of the disability; illness and/or medical condition (must cover date of assessment)
- symptoms, treatment or course of action related to the medical condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment, particularly timed assessment when considering timed assessment
- professional recommendations regarding AARA

The medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act 2001*), and who is not related to the student or employed by the school.

#### **Non-Medical Supporting Documentation:**

- for non-medical claims, must be written evidence from a relevant independent professional or other independent third party, such as a witness or police report
- Supporting documentation must cover the date of the assessment for which the application is made

## SCHOOL TO COMPLETE

- Based on the information provided in this application (including supporting documentation), is there sufficient evidence that the student requires an AARA?

YES  NO

- If no, provide feedback to the student and parent about why an AARA is not appropriate in this instance.
- If yes, use the table below to identify appropriate adjustments to assessment.
- The student and their parent must be notified in writing of the adjustments permitted under the AARA and this must be added as a contact record on OneSchool.
- All applicable teachers must be notified in writing of the adjustments permitted, and their duration.

QCAA Inclusive Strategy	QCAA Approved Areas (P to 10)	Tick/highlight the adjustment/s for this assessment					
<b>Timing</b>	<b>Additional time</b>	Extension for assignment <1 week	Extension for assignment >1 week	Exam time (imputed 5 minutes per hour)	Exam time (imputed 10-15 minutes per hour)		
	<b>Frequent breaks (in between exams)</b>	Exam time (imputed 5 minutes per hour)		Exam time (imputed 10-15 minutes per hour)			
<b>Scheduling</b>	<b>Number of sessions</b>	Breaking assessment into sections			Increasing pre-exam preparation		
	<b>Order of sessions</b>	Establishing assessment from C level to A+ level through the exam/ assignment			Extra sessions for reading and text processing		
<b>Setting (noise, anxiety, wheelchair access)</b>	<b>Location: furniture, resources, supervision</b>	Supervision required during the delivery of units, including assessment			Identifying furniture, resources and equipment		
	<b>Seating: placement</b>	Planning the placement of seating to maximise visibility, audibility, physical access to resources, learning opportunities and support (adults or peers), as required.					
<b>Presentation</b>	<b>Cues and prompts</b>	Highlighting key words or phrases in directions			Using symbols (e.g. arrows or stop signs) to remind the student to do something		
	<b>Directions</b>	Read aloud	Read more than once	Present as pictures/ symbols	Highlighted key words	Text to speech	
	<b>Format of the text</b>	Braille, large print	Less text on page	Digitised text	Audio text		
	<b>Specialised equipment</b>	Laptop		iPad	Graphic organisers		
<b>Response</b>	<b>Verbal</b>	Scribe (adult)		Recording device	Interpreter /translator		
	<b>Written</b>	Adaptive tools – pencil grip	Specialised writing tools	Keyboards	Scribe and speech to text		
	<b>Non-verbal</b>	Assistive technology		Symbol and word bank	Finger/eye pointing		
	<b>Specialised equipment</b>	Computer or word processor	Communication devices	Speech-to-text or text-	Braille machine	Talking calculator	

**I am satisfied/not satisfied that this application meets the requirements as set down in the school's Assessment and AARA policy. The adjustments outlined above are approved for the following date range:**

If the student/parent wishes for the AARA to be extended beyond this timeframe, additional supporting documentation will be required **before the AARA lapses**. Please contact the HODSS/HOSSES or DP for further information.

**Principal Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix A

# Confidential medical report

## Access arrangements and reasonable adjustments (AARA)

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Medical Practitioners Registration Act 2001* and/or Queensland's *Psychologists Registration Act 2001*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

For more information, refer to **About this report** on the last page.

Student details	
<b>Student name:</b>	
<b>School:</b>	
<b>LUI:</b>	
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
<b>Student signature:</b>	<b>Date:</b> / /
<b>Parent/carer signature:</b> (if student is under 18)	<b>Date:</b> / /

Are you applying for:

- Access arrangements and reasonable adjustments (for existing and chronic conditions)

Health professionals complete **Part A** and **Part B — AARA**, and complete and sign the **Health professional details**.

- Illness and misadventure (for unforeseen circumstances)

Health professionals complete **Part A** and **Part C — Illness and misadventure**, and complete and sign the **Health professional details**.

If you are unsure which to apply for, refer to **About this report** on the last page.

Submit this completed report as part of an AARA application via the QCAA Portal.





**Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.**

# Part B — AARA

This section is **only** to be completed by the health professional.

**Comment on how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.**

**Professional recommendations for assessment adjustments.**

# Part C — Illness and misadventure

This section is **only** to be completed by the health professional.

I consider that the effect of the impairment arising from the medical condition is/was:   
mild                       moderate                       severe

I consider that the student is/was: disadvantaged due  
 to a temporary medical condition  
 unfit to participate in assessment due to a temporary medical condition  
from / / to / / .  
 unfit to participate in assessment due to a deterioration in a chronic condition  
from / / to / / .

If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the exam session.

# Health professional details

<b>Name:</b>	
<b>Profession:</b>	
<b>Phone:</b>	
<b>Specialty/qualifications:</b> (if applicable)	
<b>Place of work:</b>	
<b>Registration number:</b>	
<b>Practice stamp:</b> (if applicable)	
<b>Signature:</b>	<b>Date:</b> / /

## About this report

### Access arrangements and reasonable adjustments (AARA)

Some students may have disability, impairment and/or medical conditions, or experience other circumstances that may be a barrier to their performance in assessment. Access arrangements and reasonable adjustments (AARA) are designed to assist these students.

### Illness and misadventure

Students may also experience unforeseen circumstances that may be a barrier to their performance in assessment, such as a significant deterioration of an existing medical condition, or experiencing a natural disaster, accident or significant cultural obligation. These students may be eligible for illness and misadventure adjustments.

### Submitting this report

The QCAA requires a medical report for medical claims for AARA or illness and misadventure. Once complete, submit this report as part of an AARA application via the QCAA Portal.