

Application for AARA (Access Arrangements and Reasonable Adjustments) Years 6 - 11



Student Name	LUI	Year Level	Date
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Diagnosis/Reason for Absence	
Dates of Absence <i>(if applicable)</i>	

Access Arrangements and Reasonable Adjustments <i>please tick</i>				Supporting Evidence	
Barrier Category	Eligibility Category			<i>Please see further information on Page 2 regarding evidence requirements for QCAA</i>	
Long Term <input type="checkbox"/>	Cognitive <input type="checkbox"/>	Physical <input type="checkbox"/>	Sensory <input type="checkbox"/>	Social/Emotional* <input type="checkbox"/>	Medical Report/Certificate <input type="checkbox"/>
Short term <input type="checkbox"/>	<i>*For Year 11 and 12 students in this S/E category, medical certificates need to be renewed every 6 months</i>			Other supporting documentation <input type="checkbox"/>	
Illness and Misadventure <input type="checkbox"/>					

Comment on how the medical condition, disability, illness or other circumstance impacts the student's daily functioning in the classroom.
<i>This can include, but is not limited to difficulty with focussing, increased anxiety levels, difficulty with recalling information, performance anxiety, need to sit in a certain area of the classroom, increased distractibility, need for breaks and fatigue</i>
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Ongoing Adjustments for Long Term and Chronic Conditions <i>please check adjustments required</i>			
<input type="checkbox"/> Alternative format exam papers	Font :	Font Size :	Paper Colour :
<input type="checkbox"/> Assistive technology	<i>please specify:</i>		
<input type="checkbox"/> Assistance	<input type="checkbox"/> Extra time	<input type="checkbox"/> Varied seating	
<input type="checkbox"/> Bite-sized food	<input type="checkbox"/> Individual instructions	<input type="checkbox"/> Variation to venue	
<input type="checkbox"/> Comparable assessment	<input type="checkbox"/> Medication	<input type="checkbox"/> Vision aids	
<input type="checkbox"/> Computer/software access	<input type="checkbox"/> Physical equipment and environment	<input type="checkbox"/> Other <i>please specify:</i>	
<input type="checkbox"/> Drink	<input type="checkbox"/> Reader		
<input type="checkbox"/> Diabetes management	<input type="checkbox"/> Rest breaks		
<input type="checkbox"/> Extension	<input type="checkbox"/> Scribe		

Internal Assessment Adjustments Semester 1 <input type="checkbox"/> Semester 2 <input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3 <input type="checkbox"/> Unit 4 <input type="checkbox"/>				
Subject	Assessment	Teacher	Original Due Date	<small>Admin Use Extension Due Date</small>

Student Signature	Date	Parent Signature	Date
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Middle School : Please refer to the flow chart for the relevant person to submit this form to.
Senior School: This form (with original documentation) must be submitted to Student Services or emailed to 2409_aaraapplication@eg.edu.au

(Admin Use Only)

Processed by Case Manager: _____ Signature: _____ Date: ____/____/____

- Uploaded AARA application form into *OneSchool: Student Profile – Support – Support Provisions* Characteristic – AARA and appropriate Eligibility Category
- Uploaded medical report/supporting documentation into *OneSchool: Student Profile – Support – Reports* and restrict access where appropriate
- Parent/Carer/Student & Staff informed of application outcome
- Original or scanned copy given to NCCD Teacher Aide & MS Admin Officer (Years 6-9) or SS Admin Officer (Year 10-12)
- Submitted on **QCAA Portal** Yes

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.

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 exam 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)

Roles and Responsibilities for AARA

Under the Australian Government's [Disability Standards for Education 2005 \(DSE\)](#), educational authorities are obliged to make access arrangements and reasonable adjustments (AARA), and are responsible for consulting with students and parents/carers about AARA. The [Disability Discrimination Act 1992 \(DDA\)](#) and the [Disability Standards for Education 2005 \(DSE\)](#) seek to eliminate, where possible, discrimination against people with disabilities. Compliance with these documents ensures students are provided with opportunities to realise potential through participation in education and training.

Access arrangements are action/s taken by the school so that a student with an eligible impairment that may not be covered by the definition of disability can access assessment. Reasonable adjustments are action/s taken by the school so that an eligible student **with impairment** as a result of disability and/or **medical conditions** or experiencing **other circumstances creating a barrier** to the completion of assessment can be assessed.

Principles

The following principles inform the decisions schools make about AARA:

- Consultation — Decisions are made in consultation with the eligible student and, when appropriate, parents/carers and relevant school staff.
- Timeliness — 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.
- Standards-based assessment — The school is required to maintain the intent and rigor of assessment and any other requirements or components that are inherent or essential to a course of study.
- Effects of AARA — Schools consider the effect of AARA on the student, including the effect on the student's ability to achieve learning outcomes and participate in courses of study.
- Flexibility — AARA are specific to the individual needs of each student, subject and assessment instrument.

Teachers and schools rely on evidence to make professional judgments about the types of adjustments provided for students. This evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the Disability Discrimination Act 1992, the Disability Standards for Education 2005 and best teaching practice.

Supporting Evidence Requirements

The **AARA application form** needs to be **submitted with supporting evidence** such as a medical report attached. A medical report must be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or registered psychologist, and who is not related to the student or employed by the school. The medical report must be current unless the student has a permanent disability and/or is verified as a student with a disability with the Queensland Department of Education.

When **students are completing Units 1-4** (generally Year 11 and 12) the **QCAA confidential medical report is required** for submission. This report requires the provision of the following information:

- Diagnosis of disability and/or medical condition
- Date of diagnosis, illness, condition or event
- Date of diagnosis, occurrence or onset of disability and/or medical condition
- Symptoms, treatment or course of action related to the disability and/or medical condition
- Information about how the diagnosis affects the student participating in assessment
- Professional recommendations regarding AARA
- For non-medical claims, written evidence from a relevant independent professional or other independent third party, such as a police report.

Application for AARA Units 3 and/or 4

For **long-term impairments**, documentation can be dated **no earlier than Day 1 of a student's Year 10** enrolment year.

Documentation for a **social/emotional diagnosis** for summative internal assessment, needs to be dated no earlier than **6 months prior** to the relevant assessment.

For summative **external assessment** the **supporting evidence documentation** needs to be dated no earlier than **1 May** of the assessment year.

AARA for External Examinations

- Applications can be submitted 14 days before assessment or 7 days after assessment for external exams.
- No alternative arrangements can be made if a student does not attend the external exam.

For further information go to www.qcaa.qld.edu.au/senior/assessment/aara