**Access Arrangements and Reasonable Adjustments (AARA):**

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.

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.

The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. To this end, this document does not include examples of every possible circumstance for AARA.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information provided by students, parents and specialists to inform their decisions about appropriate adjustments and arrangements for **Applied, Applied (Essential), General, General (Extension), Short Course and Senior External Examination (SEE) assessments.**

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.

Early identification of students with existing long-term and chronic conditions is critical so that schools and students can confidently negotiate and implement AARA according to the guidelines. Similarly, adjustments required due to temporary medical conditions or injuries should be identified and managed as soon as possible to enable access within assessment timelines. Illness and unforeseen events may also impact on a student’s ability to complete assessment, and may require access arrangements or a reasonable adjustment – referred to as Illness and misadventure.

Students whose ability to attend or participate in an assessment is adversely affected by illness or an unexpected event may be eligible for illness and misadventure access arrangements and/or reasonable adjustments. QCAA has developed a number of principals to guide schools when a student experiences Illness and misadventure, which will be reviewed when deciding what AARA, if any, will be provided.

**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.

These barriers fall into three broad categories:

**• permanent • temporary • intermittent**.

The QCAA uses broad application categories for AARA eligibility:

**• cognitive • physical • sensory • social/emotional.**

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, IT issues)
* timetable clashes
* matters of the student’s or parent’s/carer’s own choosing (e.g. family holidays, attending sporting events)
* matters that the school could have avoided (e.g. incorrect enrolment in a subject)

**Access Arrangements and Reasonable Adjustments (AARA): *Examples***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AARA** | **Description of possible adjustments to assessment and/or conditions** | | | |
| **Alternative format papers** | Examples include: |  |  |  |
| * Braille * A4 to A3 enlargement * electronic format |  | * large print papers, for example, N18, N24, N36 * black-and-white materials. | |
| **Assistance** | Examples include:   * a teacher aide assisting with manipulation of equipment and other practical tasks * a supervisor using the student’s name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing. | | | |
| **Assistive technology** | Examples include:   * amplification system * speech-to-text application * magnification application.   The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student’s disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument. | | | |
| **Bite-sized food** | The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food  must be unobtrusive in nature, that is, not crunchy, strong-smelling or wrapped in noisy packaging. | | | |
| **Comparable assessment** | An alternative comparable assessment that has not previously been administered to students in the subject cohort, may be administered on a different date. (This would be a suitable AARA when a student misses an examination due to illness or misadventure on the day of the exam.) | | | |
| **Computer** | Desktop computer or laptop computer with an approved software application. | | | |
| **Drink** | A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle. | | | |
| **Diabetes management** | Examples include: |  |  |  |
| * bite-sized food * drink * medication | * blood-glucose monitoring equipment * rest breaks to eat, measure blood-glucose level or access toilet facilities * varied seating and rest time for the practical aspects of managing the condition. | | |
| **Extension** | An extension to the due date for submission or completion of an: | | |  |
|  | * extended response project or | | * performance or | * non-examination. |
| **Extra time** | Additional working time at the rate of five minutes per half hour of examination assessment time. | | | |
| **Individual instructions** | A clean, unannotated written copy of any verbal instructions. | | |  |
| **Medication** | Only prescribed medication may be taken into the assessment room in a clear container. | | | |
| **Physical equipment and environment** | Examples include: |  |  |  |
| * specialised desk or chair * cushion or pillow * crutches |  | * heat or cold pack * towel * lighting | * ventilation * temperature * other physical aid. |
| **Reader** | A reader that reads the assessment or the student’s response aloud as often as the student requests. | | | |
| **Rest breaks** | Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment. | | | |
| **Scribe** | Work with someone who transcribes the student’s verbal response or directions during the assessment. | | | |
| **Varied seating** | Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include: | | | |
| * single student supervision (separate from the main assessment room at the same assessment venue, for example, if using a reader) * small group supervision (separate from the main assessment room at the same assessment venue, for example, the group of students needs rest breaks) * seated at the back, front or side of the main assessment room, for example, a student with a back injury is seated at the back so that they can stand periodically. | | | | |
| **Vision aids** | Examples include: |  |  |  |
|  | * coloured transparency overlay | | * different lighting | * other vision aids. |

**Access Arrangements and Reasonable Adjustments (AARA):**

***Application Process***

|  |  |
| --- | --- |
| **Unit 1 & 2 (Formative assessment)**  **Principal-reported AARA only**  Applies to all AARA listed on page 2.  **DISUCSS** potential AARA application with teacher  **COMPLETE** AARA application and gather supporting documentation  **SUBMIT** application to Guidance Officer for consideration  **NOTIFICATION** of application outcome emailed to stakeholders | **Unit 3 & 4 (Summative assessment)**  **QCAA-approved AARA**  Applies to:   * extra time and/or rest breaks * format of papers * assistance * assistive technology, including the use of a computer * a reader and/or scribe * variation to venue   *\* Comparable assessment* and *extensions* are **not** applicable to summative **EXTERNAL** assessment.  **Principal-reported AARA**  Applies toall other AARA listed on page 2.  \* *Comparable assessment* and *extensions* **are** applicable to summative **INTERNAL** assessment.  **DISCUSSS, COMPLETE & SUBMIT** completed AARA application with supporting documentation to Guidance Officer  **GUIDANCE OFFICER** submits application to QCAA for consideration  **QCAA** communicates decision to school  **GUIDANCE OFFICER** confirms approved arrangements with stakeholders |

**Access Arrangements and Reasonable Adjustments (AARA):**

***Application Form***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Date:** | **Student Name:** | | | | **Grade:** |
| **SUBJECT/S**  **(e.g. Japanese)** | **ASSESSMENT**  **(e.g. IA1 – Exam (short response))** | | | **TEACHER**  **(e.g. YAMAZAKI)** | **HEAD OF DEPARTMENT**  **(e.g. VINE)** |
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|  |  | | |  |  |
| **AARA CATEGORY A: (Staff member to tick) →** | | □ Temporary □ Intermittent □ Permanent | | | |
| **AARA CATEGORY B (Staff member to tick) ↓** | | **DOCUMENTATION REQUIRED**  **(Identify what evidence will be provided with application) ↓** | | | |
| □ Cognitive | | □ Medical report (see below) *or* □ EAP verification | | | |
| □ Physical | | □ Medical report (see below) *or* □ EAP verification | | | |
| □ Sensory | | □ Medical report (see below) *or* □ EAP verification | | | |
| □ Social/Emotional | | □ Medical report (see below) *or* □ EAP verification | | | |
| □ Illness or Misadventure | | □ Medical report (see below), *and/or*  □ Supporting documentation (e.g. police report, witness statement etc.) | | | |
| □ School-approved Absence | | □ Supporting documentation (e.g. sporting body letter) | | | |
| **STUDENT STATEMENT (student to complete)** | | | | | |
| It is recommended that the student complete a *Student Statement (attached)*. This will assist in demonstrating how and why the student has been disadvantaged, which might not be evident in other supporting documentation. | | | | | |
| **MEDICAL DOCUMENTATION**  **(Registered GP, specialist or psychologist to complete medical report; practitioner must not be related to student)** | | | | | |
| Medical report/certificate must provide the following information if the QCAA medical report is not used:  🗹 diagnosis of disability and/or medical condition  🗹 date of diagnosis  🗹 date of occurrence or onset of the disability and/or medical condition  🗹 symptoms, treatment or course of action related to the disability and/or medical condition  🗹 information about how the diagnosed disability, impairment and/or medical condition affects the student participating in   assessment, particularly timed assessment when considering external assessment  🗹 Professional recommendations regarding possible access arrangement or adjustment. | | | | | |
| **PRIVACY STATEMENT** | | | | | |
| **By signing this form you are declaring to Miami SHS that the information contained in your AARA application is correct, that you are authorised to provide it to the school, and that you authorise the school to apply for QCAA-approved AARA on your behalf where necessary including the sharing of your personal information.** | | | | | |
| **STUDENT SIGNATURE** | | | **PARENT/GUARDIAN SIGNATURE** | | |
| Date: | | | Date: | | |
| **AARA OFFICER SIGNATURE** | | | | | |
| **GUIDANCE OFFICER SIGNATURE** | | | **OFFICE USE ONLY**  Date received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  - Required documentation attached: YES / NO  - Principal-reported AARA approved: YES / NO  - Uploaded: **OneSchool** YES / NO; **QCAA**: YES / NO / NA | | |
| Date: | | |

**Access Arrangements and Reasonable Adjustments (AARA):**

***Application Outcome***

|  |  |
| --- | --- |
| **APPROVED AARA** | |
| **Unit 1 & 2 (Formative assessment)**  **Principal-reported AARA:** | **Unit 3 & 4 (Summative assessment)**  **Principal-reported AARA:** |
| **QCAA-approved AARA:**   * Stakeholders will be notified of outcome via letter provided by the QCAA. |
| **Additional Notes:** | |
| It is the student’s responsibility to liaise with their teacher/s to schedule an alternative day/time to complete assessment. Failure to do so may result in the student being graded with an ‘E’, ‘NR’ (not rated) or ‘0’ (zero) - potentially impacting QCE eligibility.  The student might be required to re-apply for *Principal-reported* AARA and/or apply for *QCAA-approved* AARA for Units 3 & 4 - speak with the Guidance Officer to see if this will apply to you. | |

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***JOSH ATKINS DATE***

***GUIDANCE OFFICER***

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