

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

SENIOR (Yr. 10, 11 & 12) ASSESSMENT POLICY



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.

AARA minimise barriers for eligible students to demonstrate their learning, knowledge and skill in assessment. Schools use the information provided in the **QCE & QCIA Handbook 2019** to inform their decisions about appropriate adjustments and arrangements for Applied, Applied (Essential), General, General (Extension) and Short Course 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.

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.

Adjustments required due to **temporary medical conditions or injuries** should be identified and managed as soon as possible to enable access within assessment timelines.

1. ROLES AND RESPONSIBILITIES FOR AARA

Parents and students complete an application and provide supporting documentation to the school for AARAs.

The school will assign a **case manager**, who will consider what access arrangements or adjustments to assessment conditions are reasonable in the context of the eligible student's disability, impairment, medical condition or circumstances.

The **principal** or **principal's delegate** is responsible for making/approving decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval. The principal or principal's delegate will ensure that the AARAs implemented in Units 1 and 2 align to those that are available for summative assessment in Units 3 and 4. **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.**

The **QCAA** must approve AARAs for summative internal assessment, external assessment and Short Courses.

2.1 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: <ul style="list-style-type: none">• permanent• temporary• intermittent	The QCAA uses broad application categories for AARA eligibility: <ul style="list-style-type: none">• cognitive• physical• sensory• social/emotional
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Students may also be eligible for AARA where illness and misadventure (i.e. unforeseen circumstances) or other situations may prevent students from demonstrating their learning, knowledge and skill in internal and/or external summative assessment.

2.2 INELIGIBILITY FOR AARA

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 / instructions)

- matters of the student's or parent's/carer's own choosing (e.g. family holidays)

3 MAKING DECISIONS ABOUT AARA

When making decisions for principal-reported AARA or when QCAA approval is required, they make decisions based on the particular context for an eligible individual student, for a particular assessment. The decisions about adjustments may not be the same for every student or the same for each student for every assessment.

The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)
- how the student responds to the assessment (e.g. a student with dyspraxia may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have 5 minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with diagnosed anxiety may complete a spoken assessment by pre-recording their response, rather than responding in front of the class)

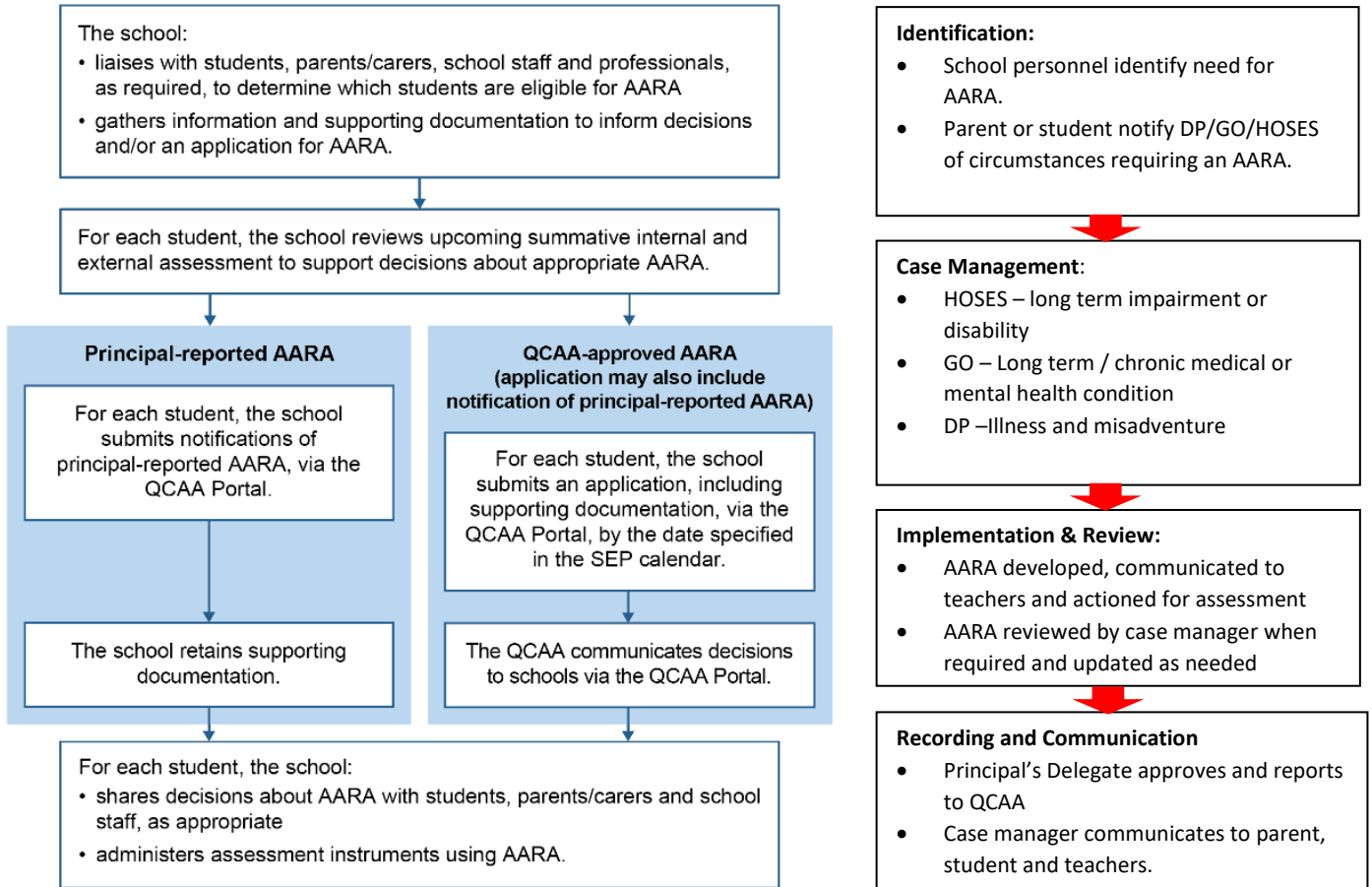
The QCAA website contains guidelines about possible access arrangements and reasonable adjustments available to support students.

4 APPLICATION AND NOTIFICATION PROCESSES

The school that is the main learning provider (MLP) must submit applications for QCAA-approved and/or notify principal-reported AARA to the QCAA on students' behalf, via the QCAA Portal.

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.

SCHOOL ACTIONS



- Identification:**
- School personnel identify need for AARA.
 - Parent or student notify DP/GO/HOSES of circumstances requiring an AARA.
- Case Management:**
- HOSES – long term impairment or disability
 - GO – Long term / chronic medical or mental health condition
 - DP –Illness and misadventure
- Implementation & Review:**
- AARA developed, communicated to teachers and actioned for assessment
 - AARA reviewed by case manager when required and updated as needed
- Recording and Communication**
- Principal’s Delegate approves and reports to QCAA
 - Case manager communicates to parent, student and teachers.

5 SUPPORTING DOCUMENTATION

School statement: A school statement is to be submitted with all applications for QCAA-approved AARA. It provides, for each student requiring AARA:

- a detailed overview of the observed impact of the student’s disability and/or medical condition on the student’s functioning during timed assessment
- a description of how the disability, impairment and/or medical condition is a barrier to the student’s access to the assessment and/or to the student’s ability to communicate a response to assessment
- a list of the student’s previous use of AARA in the school environment and the effectiveness of each AARA in removing barriers for the student in accessing assessment and demonstrating what they know and can do

Student statement (optional): The student may choose to submit a statement with the application for QCAA-approved AARA about how their disability, impairment and/or medical condition affects them in assessment.

Medical report: Notifications of principal-reported AARA and applications for QCAA-approved AARA require the submission of a medical report that provides:

- 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 AARA

The QCAA provides a template which may be used by the medical practitioner who is to complete the report. The medical report can be accessed via the QCAA Portal or through the school.

The medical report may 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.

Evidence of verified disability: When a student has been verified as part of the Education Adjustment Program (EAP) or an equivalent process, the formal notification of EAP provided by the relevant education authority may substitute for a medical report. In cases when verification has expired an updated medical report is required.

Currency of supporting documentation:

- **School statements** should be current — they should be written at the time the application for AARA is submitted.
- The currency of supporting **medical documentation** depends on the diagnosed disability, impairment and/or medical condition.

The following table is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student’s individual circumstances:

Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
	Summative internal assessment	Summative external assessment
<ul style="list-style-type: none"> • Medical report <i>or</i> EAP verification covering Unit 3 and 4 assessments • School statement 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than six months prior to the relevant assessment event • Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. 	<ul style="list-style-type: none"> • Long-term conditions: No earlier than Year 10 • Temporary conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. • Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required.

6. 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 provisions for illness and misadventure. Illness and misadventure can affect a single student or a group of students.

The following principles apply:

- The illness or event is unforeseen and beyond the student’s control.
- An adverse effect must be demonstrated.
- The situation cannot be of the student’s own choosing or that of their parents/carers, such as a family holiday.
- An illness and misadventure application cannot be made for the same condition or circumstances for which QCAA-approved AARA have been approved, unless it can be demonstrated that a significant deterioration or complication of the condition occurred that diminished the student’s performance in external assessment.
- When a group of students is affected by an illness or adverse and unforeseen event leading up to or during the summative internal assessment schedule, or during an external assessment session, the above principles apply. If all other AARA is exhausted, schools should contact the QCAA.

Illness and misadventure - internal assessment:

A student who is ill and unable to attend school for internal assessment should inform the principal’s delegate or assessment supervisor as soon as practical. This may be before, during or immediately after the assessment session.

Principal-reported AARA must be implemented to provide opportunities for the student to complete the assessment. Arrangements such as comparable assessment and extensions may be considered when illness or misadventure is established. Alternatively, the school may use evidence gathered by the student’s teacher during the assessment

preparation time, for example, draft work, to make a judgment about the student's work. This evidence should only be used once other AARA have been exhausted.

Illness and misadventure — external assessment:

The QCAA advises students to attend every external assessment. However, the QCAA does not expect students to attend an external assessment against specific written medical advice. When students are in doubt about attendance to complete an external assessment, they should contact the school external assessment coordinator.

Illness during external assessment:

A student who is ill but able to attend the external assessment should inform the external assessment supervisor of their illness as soon as practical. This may be before, during or immediately after the external assessment session.

Submitting an application for illness and misadventure for external assessment:

A submission for illness and misadventure may be made by a student, or by the school on behalf of the student or groups of students. The submission may be made when performance in an external assessment is affected by an illness or circumstances beyond their control, occurring in the lead up to, or during, the external assessment schedule.

Supporting documentation - To make an informed decision about an illness and misadventure application, the QCAA requires a report that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of diagnosis, onset or occurrence
- symptoms, treatment or course of action related to the condition or event
- explanation of the effect of the illness, condition or event on the student's participation in the assessment
- for non-medical claims, written evidence from a relevant independent professional, such as a police report

Currency of supporting documentation - Supporting documentation must cover the date of the assessment.

Timelines for applications:

- Applications for **internal assessments** must be submitted as close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation (see Section 9.4.2: Confirmation timelines).
- Applications for **external assessments** can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA) Application Form



Student Details	
Student:	Year level:
LUI:	Date:
Duration of AARA:	Review Date:
Subjects:	AARA Applicable:
1. _____	Yes No
2. _____	Yes No
3. _____	Yes No
4. _____	Yes No
5. _____	Yes No

6. _____	Yes	No
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Type of application:

- Access arrangements and reasonable adjustments for long term **impairment or disability**
- Access arrangements and reasonable adjustments for existing and chronic **medical/mental health condition**
- Illness and misadventure for **unforeseen circumstances or event**

Disability / Condition	Documents attached	Date	Case manager
Long term impairment or disability <input type="checkbox"/> Physical <input type="checkbox"/> Cognitive <input type="checkbox"/> Sensory <input type="checkbox"/> Social / Emotional	<input type="checkbox"/> EAP <input type="checkbox"/> Medical Report <input type="checkbox"/> Student Statement		<input type="checkbox"/> HOSES <hr/>
Existing or chronic medical/mental health condition	<input type="checkbox"/> Medical Report <input type="checkbox"/> Student Statement		<input type="checkbox"/> GO <hr/>
Illness and misadventure <input type="checkbox"/> Unforeseen circumstances or event <input type="checkbox"/> Adverse effect demonstrated <input type="checkbox"/> Not already AARA Approved	<input type="checkbox"/> Medical Report <input type="checkbox"/> Other <input type="checkbox"/> Student Statement		<input type="checkbox"/> DP <hr/>

Types of AARA: (this list is not exhaustive)		
<input type="checkbox"/> Alternative format papers	<input type="checkbox"/> Assistance (teacher aide/supervisor)	<input type="checkbox"/> Assistive technology
<input type="checkbox"/> Bite-sized food	<input type="checkbox"/> Comparable assessment	<input type="checkbox"/> Computer
<input type="checkbox"/> Drink	<input type="checkbox"/> Diabetes management	<input type="checkbox"/> Extension
<input type="checkbox"/> Extra time	<input type="checkbox"/> Hand towel	<input type="checkbox"/> Heat or cold pack
<input type="checkbox"/> Instructions (hearing impairment)	<input type="checkbox"/> Lighting	<input type="checkbox"/> Medication
<input type="checkbox"/> Physical equipment	<input type="checkbox"/> Reader	<input type="checkbox"/> Rest breaks
<input type="checkbox"/> Scribe	<input type="checkbox"/> Varied seating	<input type="checkbox"/> Ventilation
<input type="checkbox"/> Venue	<input type="checkbox"/> Vision aids	<input type="checkbox"/> Other-Type:

Student / Parent statement:

- Brief history of your disability, impairment and/or medical condition, including symptoms
- Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom
- Describe how the disability, impairment and/or medical condition is a barrier to your access to the assessment and/or to your ability to communicate a response to assessment

*This information must be current and relevant. All information provided will be treated with the strictest confidence and will only be used for the purposes of determining the AARA application.

Details		
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		
<input type="checkbox"/> Permanent	<input type="checkbox"/> Temporary	<input type="checkbox"/> Intermittent

Supporting Evidence:

Education Adjustment Program (EAP):

For impairment or disability, a current Education Adjustment Program (EAP) is required. Please see Head of Special Education Services to confirm the school has this on record.

Medical Report:

Please attach a confidential medical report (template available on request from the school). The report must include the following information:

- Brief history of the student’s disability, impairment and/or medical condition, including symptoms.
- Current treatment student is receiving.
- Comments on the probable effect of this disability, impairment and/or medical condition on the student’s ability to complete timed assessment.

In addition, for existing **long term impairment or disability**, or for existing or chronic **medical/mental health condition**:

- Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom
- Professional recommendations for assessment adjustments

In addition, for **illness and misadventure** circumstances:

- The severity of the impact arising from the medical condition – mild, medium or severe.
- Length of time the student was unfit, disadvantaged or impacted by the condition
- Health professional and practice details

Declaration:

- I have attached required documentation
- I have read the policy and discussed my application with a case manager

Student signature: _____

Date: _____

Parent signature: _____

Date: _____

Negotiated Adjustment Plan

Student: _____

Year Level: _____

Case Manager: _____

Commencement Date: _____

Review Date 1: _____

Review Date 2: _____

End Date: _____

This form is to be completed as part of the process of the Case Manager negotiating with all stakeholder the appropriate Access Arrangements and Reasonable Adjustments for each subject. The authority to complete the plan has been delegated to an appropriate case manager - Deputy Principal, Guidance Officer or Head of Special Education Services. The plan is to ensure there are appropriate arrangements in place for the student to complete necessary coursework and assessment. The plan will be used to inform the school decision (Year 10 & 11) and the QCAA application (Yr 12) in response to the AARA application. This application and School / QCAA decision will be communicated to all parties and a record maintained for QCAA audit purposes.

Subject/course	Course work adjustments	Assessment adjustments	Revised due date	Teacher	Head of Department

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

Delegate Signature: _____

Date: _____

Filing / Copies:	
<input type="checkbox"/>	Oneschool (Support Provision)
<input type="checkbox"/>	Student file
<input type="checkbox"/>	Student and Parent
<input type="checkbox"/>	HODS