

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

Student Name		Year Level		Date	
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Eligibility criteria (select from the conditions, categories and supporting evidence options below):			
Timeframe	Category		Supporting Evidence
<input type="checkbox"/> Short term <input type="checkbox"/> Long term	<input type="checkbox"/> Disability <input type="checkbox"/> Chronic Physical Condition <input type="checkbox"/> Representative Sport	<input type="checkbox"/> Illness & Misadventure <input type="checkbox"/> Social/Emotional concerns <input type="checkbox"/> Mandated school events	<input type="checkbox"/> Medical Report / Certificate <input type="checkbox"/> Other supporting documentation

Reason for application (Include diagnosis, if applicable)	
Information regarding how the student's ability to complete assessment is affected	This can include, but is not limited to difficulty with focus, fatigue, anxiety, recall and managing time.
Dates of Absence (if applicable)	

Requested Adjustments		
<input type="checkbox"/> Extension (please complete <i>Requested Extension of Time</i> section below)	<input type="checkbox"/> Rescheduled exam (please complete <i>Requested Extension of Time</i> section below)	<input type="checkbox"/> Adjusted exam conditions (please complete <i>Requested Exam Conditions</i> section below)

Requested Extension of Time				
Subject	Assessment	Teacher	Original Due Date	Requested Assignment Extension Due Date

Requested Exam Conditions			
<input type="checkbox"/> Alternative format exam papers	Font :	Font Size :	Paper Colour :
Spacing :			
<input type="checkbox"/> Assistive technology <i>please specify:</i> Examples include: Screen Reader, Speech To Text, headphones, calculator (MS)			
<input type="checkbox"/> Assistance (prompting, redirection, reassurance)	<input type="checkbox"/> Individual instructions	<input type="checkbox"/> Scribe	
<input type="checkbox"/> Access to food / drink	<input type="checkbox"/> Medication or medication break	<input type="checkbox"/> Varied seating (within subject classroom)	
<input type="checkbox"/> Computer	<input type="checkbox"/> Specialised equipment	<input type="checkbox"/> Variation to venue (e.g AARA Room)	
<input type="checkbox"/> Diabetes management	<input type="checkbox"/> Reader	<input type="checkbox"/> Vision aids	
<input type="checkbox"/> Extra time	<input type="checkbox"/> Rest breaks	<input type="checkbox"/> Other <i>please specify:</i>	

Student Signature		Date		Parent Signature		Date	
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This form (with supporting documentation) must be emailed to kveer3@eq.edu.au and mshie33@eq.edu.au or brought to the office.

All supporting documentation is treated as confidential.

Student needs to notify their teacher when an AARA application has been submitted.

The student, parent/carer, teacher and case manager (if relevant) will receive email notification once an AARA decision is made.

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 (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 can be dated no earlier than Day 1 of a student's Year 10 enrolment year.

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