

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS (AARA)

Version

4.0

Implementation

2019

Scope

Senior Schooling - Years 11 & 12. *Year 10 is an educational year to transition to full implementation in 2020.*

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Rationale/Purpose

Proserpine State High School (PSHS) and 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 minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to demonstrate their learning, knowledge and skill in assessment.

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.

AARA are considered on an individual case-by-case basis and decisions are made in consultation with the eligible student, parents/carers, relevant school staff and the QCAA. 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. Assessment standards are used to make judgments about student work and are not modified with student achievement assessed using evidence provided in student responses. The school reviews the AARA provided and assess whether changes are needed over the duration of a student's schooling to allow for the changing needs of the student over time.

School responsibilities for AARA

The school is responsible for administering assessment within the requirements of the relevant curriculum. For each application, AARA are considered for all the student's enrolled subjects. AARA may vary by subject depending on the assessment requirements of the subject.

When a student or parent/carer applies for AARA the school will:

- check the accuracy of information supplied in the AARA application (see section on Application and notification process)
- consider whether a student's application for AARA is consistent with eligibility requirements and clarify with QCAA officers as required
- complete the online application and submit supporting documentation by the due date via the QCAA Portal (if applicable)
- advise the student, parents/carers and assessment supervisor of any principal-reported and QCAA-approved AARA, including providing them with any written notifications from the QCAA.

Year 11

PSHS makes a decision about AARA for Units 1 and 2. It ensures that the AARA implemented for an eligible student for formative assessment in Units 1 and 2 are aligned 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 adjustment for assessment in Units 3 and 4.

Year 12

PSHS reviews AARA applications, completes an AARA online application and submits notifications to the QCAA.

Eligibility

AARA are provided to minimise, as much as possible, barriers for eligible students 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, and therefore PSHS uses broad application categories for AARA eligibility:

- cognitive
- physical
- sensory
- social/emotional
- illness
- misadventure
- emergent family circumstances
- other

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, missing the bus, USB/external drive failure, no internet access, poor time management)
- 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).

Consequences of ineligibility and non-completion of assessment

If a student cannot or has not completed formative or summative assessment and an AARA application cannot be applied for on the basis of ineligibility, the student must immediately be referred to the principal's delegate, which is the Senior Schooling Deputy Principal.

Refer to PSHS's *Assessment Policy* for further information on consequences of non-completion of assessment. Refer to sections:

- 5.8 Late submission of assessment
- 5.12 Non-submission of final response for assessment

Reporting and approving AARA

AARA for assessment may be either principal-reported (approved) or QCAA-approved.

Principal-reported (approved) AARA

Principal-reported (approved) AARA are specific practical arrangements and adjustments authorised by the principal or principal's delegate for an eligible student. In approving AARA, a principal or principal's delegate must:

- be reasonably satisfied that the need for the AARA exists
- be able to provide evidence to justify the decision.

Schools retain supporting documentation for principal-reported (approved) AARA. Schools may be required to supply a copy of supporting documentation to the QCAA upon request.

Year 12

Schools must notify the QCAA of principal-reported (approved) AARA for students undertaking summative internal assessments in Units 3 and 4 and for summative external assessments.

Making decisions about AARA

Principals are responsible for making decisions about the type of AARA and for following guidelines about recording information and seeking QCAA approval, where applicable. 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).

QCAA-approved AARA

Year 12

The QCAA is responsible for approving identified AARA for students undertaking summative assessment in Units 3 and 4 as defined in the table below.

Summary of the adjustments for which schools are required to apply to the QCAA

Type of assessment	Adjustment
Summative assessment – internal examination	<ul style="list-style-type: none">▪ extra time and/or rest breaks
Summative external assessment or Senior External Examination	<ul style="list-style-type: none">▪ extra time and/or rest breaks▪ format of papers▪ assistance▪ assistive technology, including the use of a computer▪ a reader and/or scribe▪ a change of venue or request for alternate venue (changes to rooms should be recorded)▪ any adjustments not identified as principal-reported in Possible access arrangements and reasonable adjustments.

Possible access arrangements and reasonable adjustments

Refer to [QCE and QCIA policy and procedures handbook 2019 v1.1](#)

Application and notification processes

The student and/or parent/carer:

- Contacts school as soon as practical to advise of situation and request for school support. This may be before (by 8:30am), during or immediately after assessment (the day of assessment).
- Completes a Proserpine State High School AARA application form either manually or electronically.
 - Forms may be collected from the school Administration Office or downloaded from school website.
 - Alternatively, forms may be completed electronically.
- Submits the application form as soon as practical and to meet QCAA timelines. *Note:* for extensions a minimum of five (5) school days before the due date unless the student has been adversely affected by an unexpected emergent event.
- Applications can be submitted:
 - In person and delivered to the Administration Office at Proserpine State High School.
 - Electronically via seniorschooling@proserpineshs.eq.edu.au with subject line *[Student Name] [Year Level] - AARA Application Form* and directed to the classroom teacher with the relevant curriculum HOD and Senior Schooling Deputy Principal cc'd into the email.

The school:

- Liaises with students, parents/carers, school staff and professionals, as required, to determine which students are eligible for AARA
- Gathers information and supporting documentation to inform decisions and/or an application for AARA.

For each student, the school reviews upcoming assessment (including summative internal and external assessment) to support decisions about appropriate AARA.

YEAR 11 (Units 1 & 2)	YEAR 12 (Units 3 & 4)	YEAR 12 (Units 3 & 4)
Principal-approved	Principal-reported (approved) AARA	QCAA-approved AARA (application may also include notification of principal-reported AARA)
For each student the school makes a decision on AARA application.	For each student, the school submits notifications of principal-reported AARA, via the QCAA Portal.	For each student, the school submits an application, including supporting documentation, via the QCAA Portal, by the date specified in the SEP calendar.
↓	↓	↓
The school retains supporting documentation.	The school retains supporting documentation.	The QCAA communicated decisions to schools via the QCAA Portal.

For each student, the school:

- Shares decisions about AARA with students, parents/carers and school staff, as appropriate.
- Administers assessment instruments using AARA.

Year 12

The school that is the main learning provider (MLP) must submit applications for QCAA-approved and/or notify principal-reported AARA (approved) to the QCAA on students' behalf, via the QCAA Portal for students undertaking summative internal and external assessment in Units 3 and 4. 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.

Timelines for principal-reported (approved) and QCAA-approved AARA

Refer to [QCE and QCIA policy and procedures handbook 2019 v1.1](#)

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. Students should have AARA in place during teaching and learning for the disability, impairment and/or medical condition.

Student statement

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. However, the absence of a student statement does not disadvantage an AARA application.

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. 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. This may be considered only when the notification covers the duration of the student's enrolment in subjects for Units 3 and 4 in Applied and General subjects, or the General and General (Extension) subject summative external assessment and Senior External Examination schedules in November, as applicable. Except with the prior written agreement of the QCAA, in cases when verification has expired an updated medical report is required

Other evidence

For eligible students, supporting documentation may also include:

- teacher observations
- results from standardised academic testing.

Where the condition is not medical, students may supply other relevant evidence including:

- police reports
- official notices.

Currency of supporting documentation

School statements should be current, that is written at the time the application for AARA is submitted.

Long-term conditions that are unlikely to be improved over time

Except in exceptional circumstances, and with the prior written agreement of the QCAA, for long-term conditions when the student is not covered by current Education Adjustment Program (EAP) verification or equivalent, medical documentation must be dated no earlier than 1 January of the year of the student's Year 10 enrolment. This means that from the perspective of their Year 12 external assessment schedule, the maximum age of supporting medical documentation allowable is two years and 10 months.

Short-term conditions or temporary injuries

Short-term conditions may improve or deteriorate over time depending on a range of influences and factors. Except in exceptional circumstances, and with the prior written agreement of the QCAA, supporting medical documentation for short-term conditions or temporary injuries, including mental health conditions such as anxiety and depression, is to be dated.

Year 11

For all assessment, no earlier than six (6) months prior to the relevant assessment.

Year 12

For:

- summative internal assessments in all subjects, no earlier than six months prior to the relevant assessment event
- summative external assessments, no earlier than 1 April of the assessment year. *Note:* the QCAA may require an updated medical report closer to the assessment schedule.

Summary of AARA documentation requirements

Refer to [QCE and QCIA policy and procedures handbook 2019 v1.1](#)

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.

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.
- Schools implement principal-reported AARA when possible, before considering an application for illness and misadventure.
- 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 is to inform the school as soon as practical. This may be before (by 8:30am) on the due date of assessment, during or immediately after the assessment session (the day of assessment).

Year 11

A school-based AARA application form must be submitted as soon as practical once notification has been made. Refer to *Application and notification processes* section.

Year 12

An illness and misadventure AARA application form should only be made once all principal-reported (approved) AARA have been exhausted. Schools complete the application and provide supporting documentation via the QCAA Portal as soon as practical once notification has been made. Refer to *Application and notification processes* section.

Principal-reported (approved) 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.

Where the school has attempted to implement principal-reported (approved) AARA, or principal-reported (approved) AARA is unable to be implemented due to the illness or event, and therefore the student is unable to provide a response to a summative internal assessment, 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. This evidence should be available for quality assurance processes.

Where the school is unable to provide any evidence of a student response gathered during the assessment preparation time, and the student is unable to provide a response to a summative internal assessment with AARA, but has completed the required learning as outlined in the relevant syllabus or course, the school or student should complete an application for illness and misadventure provisions.

Illness and misadventure – external assessment

Year 12

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 as soon as practical.

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 by 8:30am, during or immediately after the external assessment session (the day of assessment).

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.

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.

The QCAA will seek background information and a recommendation from the principal or the principal’s delegate, observers and invigilators where relevant, to verify a student’s application for illness and misadventure.

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 probable 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 or other independent third party, such as a police report.

Currency of supporting documentation

Supporting documentation must cover the date of the assessment for which the application is made.

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.

Applications for external assessments can be submitted from 14 days before the start of the assessment period, to 7 days after the assessment.

Summary of requirements for illness and misadventure where AARA can be applied

	Year 11		Year 12	
	All assessment	Internal assessment	Internal assessment	External assessment
Notification by contacting school (Ph: 4945 0111) & advising of illness or misadventure	As soon as practical. This may be before (by 8:30am) on the due date of assessment, during or immediately after the assessment session (the day of assessment).	As soon as practical. This may be before (by 8:30am) on the due date of assessment, during or immediately after the assessment session (the day of assessment).	As soon as practical. This may be before (by 8:30am) on the due date of assessment, during or immediately after the assessment session (the day of assessment).	As soon as practical. This may be before (by 8:30am) on the due date of assessment, during or immediately after the assessment session (the day of assessment).
Completion & submission of AARA Application Form	As soon as practical. Must meet timelines to complete applications – see below.	As soon as practical. Must meet timelines to complete applications – see below.	As soon as practical. Must meet timelines to complete applications – see below.	As soon as practical. Must meet timelines to complete applications – see below.

Supporting documentation	<p>Medical documentation e.g. medical certificate</p> <p>Legal documentation e.g. Police report</p> <p>Official notices e.g. Death certificate</p> <p>Statutory declaration</p>	<p>Medical documentation</p> <p>Medical report must include:</p> <ul style="list-style-type: none"> ▪ diagnosis of medical condition ▪ date of diagnosis ▪ date of occurrence or onset of the medical condition ▪ symptoms, treatment or course of action related to the medical condition ▪ information about how the diagnosed medical condition affects the student participating in assessment ▪ professional recommendations regarding AARA <p>Legal documentation e.g. Police report</p> <p>Official notices e.g. Death certificate</p> <p>Statutory declaration</p>	<p>Medical documentation</p> <p>Medical report must include:</p> <ul style="list-style-type: none"> ▪ diagnosis of medical condition ▪ date of diagnosis ▪ date of occurrence or onset of the medical condition ▪ symptoms, treatment or course of action related to the medical condition ▪ information about how the diagnosed medical condition affects the student participating in assessment ▪ professional recommendations regarding AARA <p>Legal documentation e.g. Police report</p> <p>Official notices e.g. Death certificate</p> <p>Statutory declaration</p>
Timelines to complete applications	<p>As close to the assessment event as possible.</p> <p>Assignments: Minimum five (5) school days before the due date unless student has been adversely affected by an unexpected emergent event.</p> <p>Examinations: From 14 days before the start of the assessment period, to 7 days after the assessment.</p>	<p>As close to the assessment event as possible, and where relevant, before submitting provisional marks for confirmation.</p> <p>Assignments: Minimum five (5) school days before the due date unless student has been adversely affected by an unexpected emergent event.</p> <p>Examinations: From 14 days before the start of the assessment period, to 7 days after the assessment.</p>	<p>From 14 days before the start of the assessment period, to 7 days after the assessment.</p>

Supporting resources

- Proserpine State High School’s Access Arrangements and Reasonable Adjustments (AARA) Application Form
- QCAA Medical Report Template (includes Illness and Misadventure)
- QCAA School Statement Template
- QCAA Student Statement Template