

AARA

Access Arrangements and Reasonable Adjustments Policy

KEEBRA PARK
STATE HIGH SCHOOL



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Access Arrangements and Reasonable Adjustments

Access arrangements and reasonable adjustments (AARA) to assessment ensure opportunities for eligible students to demonstrate their learning on the same basis as other students. AARAs are considered on an individual basis and decisions are made in consultation with the eligible student, parents/carers, school staff and, when applicable, the QCAA.

Keebra Park State High School and the QCAA recognise that some students have disability and/or medical conditions that may make them eligible for AARAs assessment conditions for internal and external assessment.

Long-term conditions that are unlikely to improve 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. School based decision applies in year 11.

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, must be dated:

- for internal assessment, no earlier than six months prior to the relevant Units 3 or 4 assessment event for General and Applied subjects
- for external assessment, no earlier than 1 April of the assessment year.

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.

The definition of 'disability' used in the DDA (Disability Discrimination Act 1992) is broad. It includes physical, intellectual, psychiatric, sensory, neurological and learning disabilities. It also includes physical disfigurement, and the presence in the body of disease-causing organisms.

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. The QCAA will also consider applications for certain cultural obligations or personal circumstances (see pg 11 Assessment Policy: Illness and misadventure for more information).





For more information about supporting documentation required for different eligibility categories and possible adjustments, see section: supporting documentation, pg. 11.

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, 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).
- Non AARA school based decisions may apply.

Failure to complete internal assessment without an AARA:

- An emergent issue may be applied for, under illness and misadventure category.
- When a student submits a response to an assessment instrument after the due date a result should be allocated using evidence available on or before the due date, e.g. class work, drafts, rehearsal notes, photographs of student work, teacher observations.
- When a student does not submit a response, a result can only be allocated when evidence has been demonstrated.
- An overall subject result for a course of study may not be allocated if a student does not submit or complete the summative internal assessment.

*Adjustments for which schools are required to apply to the QCAA: Year 11 and 12

Type of assessment	Adjustment
Summative assessment — internal and external	<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 (changes to rooms should be recorded)

* Assessment Adjustment processes for Units 1 and 2 are the same as Summative Assessment Adjustments.



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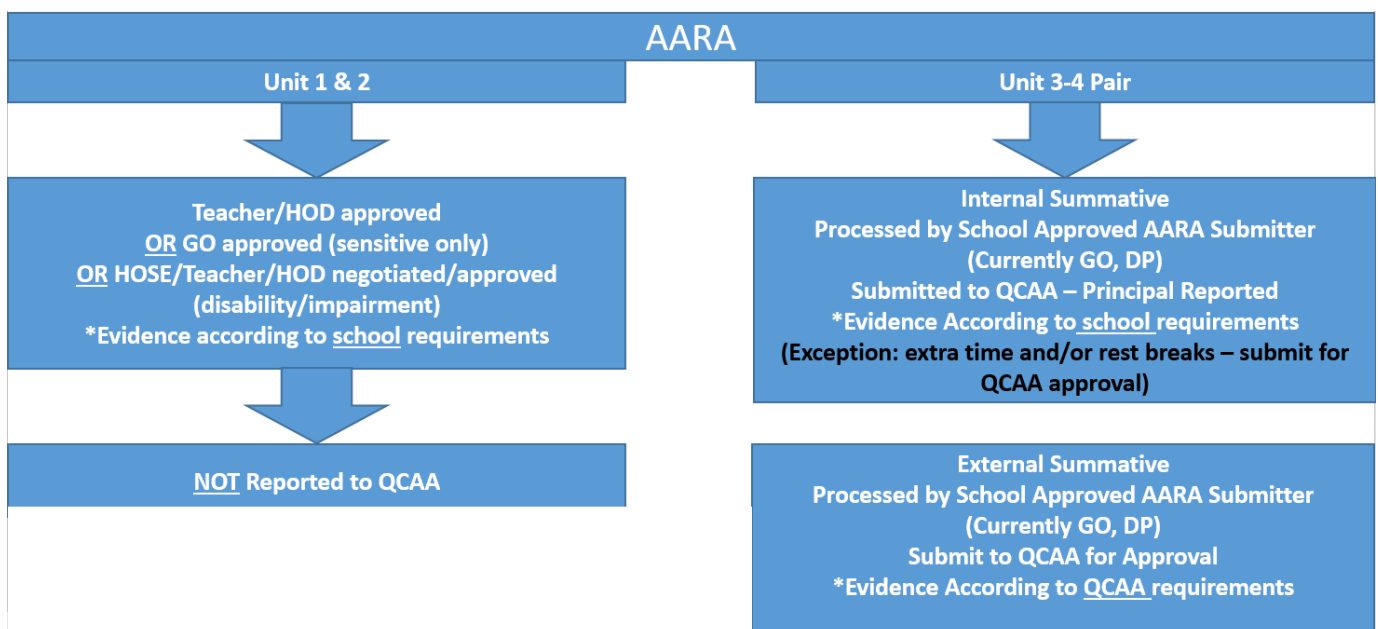
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AARA Decision Making Flow Chart





Possible Access Arrangements and Reasonable Adjustments

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments not listed. Email aara@qcaa.qld.edu.au.

Summary of possible principal-reported and QCAA-approved AARA

AARA	Description of possible adjustments to assessment and/or conditions	Approval type		
		Summative internal assessment	Summative external assessment	Senior External Examination
Alternative format papers	Examples include: <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format • large print papers, e.g. N18, N24, N36 • black-and-white materials. 	Principal reported	QCAA-approved	QCAA-approved
Assistance	Examples include: <ul style="list-style-type: none"> • 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/undertaking the assessment task. 	Principal reported	QCAA-approved	QCAA-approved
Assistive technology	Examples include: <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application. <p>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.</p>	Principal reported	QCAA-approved	QCAA-approved





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, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	Principal reported	Principal reported	Principal reported
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.	Principal reported	Not applicable	Not applicable
Computer	Desktop computer or laptop computer with an approved software application.		QCAA-approved	QCAA-approved
	Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available in the <i>Computers</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.	Principal reported	Principal reported	Principal reported
Diabetes management	<p>Examples include:</p> <ul style="list-style-type: none"> bite-sized food drink blood-glucose monitoring equipment rest breaks to eat, measure blood glucose level or access toilet facilities medication varied seating and rest time for the practical aspects of managing the condition. 	Principal reported	Principal reported	Principal reported
	Further information is available in the <i>Diabetes management</i> information sheet via the QCAA Portal. Schools are to provide this information sheet to eligible students.			
Extension	<p>An extension to the due date for submission or completion of an:</p> <ul style="list-style-type: none"> extended response project <i>or</i> performance <i>or</i> non-examination. 	Principal reported	Not applicable	Not applicable





Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	QCAA-approved	QCAA-approved	QCAA-approved
Individual instructions	A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.	Principal reported	Principal reported	Principal reported
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	Principal reported	Principal reported	Principal reported
Physical equipment and environment	Examples include: <ul style="list-style-type: none"> • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel • lighting • ventilation • temperature • other physical aid. 	Principal reported Not reportable as AARA if this is approved equipment for the assessment	Principal reported	Principal reported
Reader	A reader that reads the assessment or the student's response aloud as often as the student requests.	Principal reported	QCAA-approved	QCAA-approved
	Further information is supplied with the AARA decision letter for external assessment and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.	QCAA-approved	QCAA-approved	QCAA-approved
	Further information is supplied in the <i>Rest breaks</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			





Scribe	Work with someone who transcribes the student's verbal response or directions during the assessment.	Principal reported	QCAA-approved	QCAA-approved
	Further information is supplied with the AARA decision letter for external assessment, and is also available in the <i>Readers and scribes</i> information sheet via the QCAA Portal. Schools should provide this information sheet to eligible students.			
Varied seating	<p>Varied seating, if needed, is determined by the school external assessment (SEA) coordinator or supervisor. Options include:</p> <ul style="list-style-type: none"> single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader) small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks) seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically. 	Principal reported	Principal reported	Principal reported
Variation to venue	<p>Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.</p>	Principal reported	QCAA-approved	QCAA-approved
Vision aids	<p>Examples include:</p> <ul style="list-style-type: none"> coloured transparency overlay different lighting other vision aids. 	Principal reported	Principal reported	Principal reported



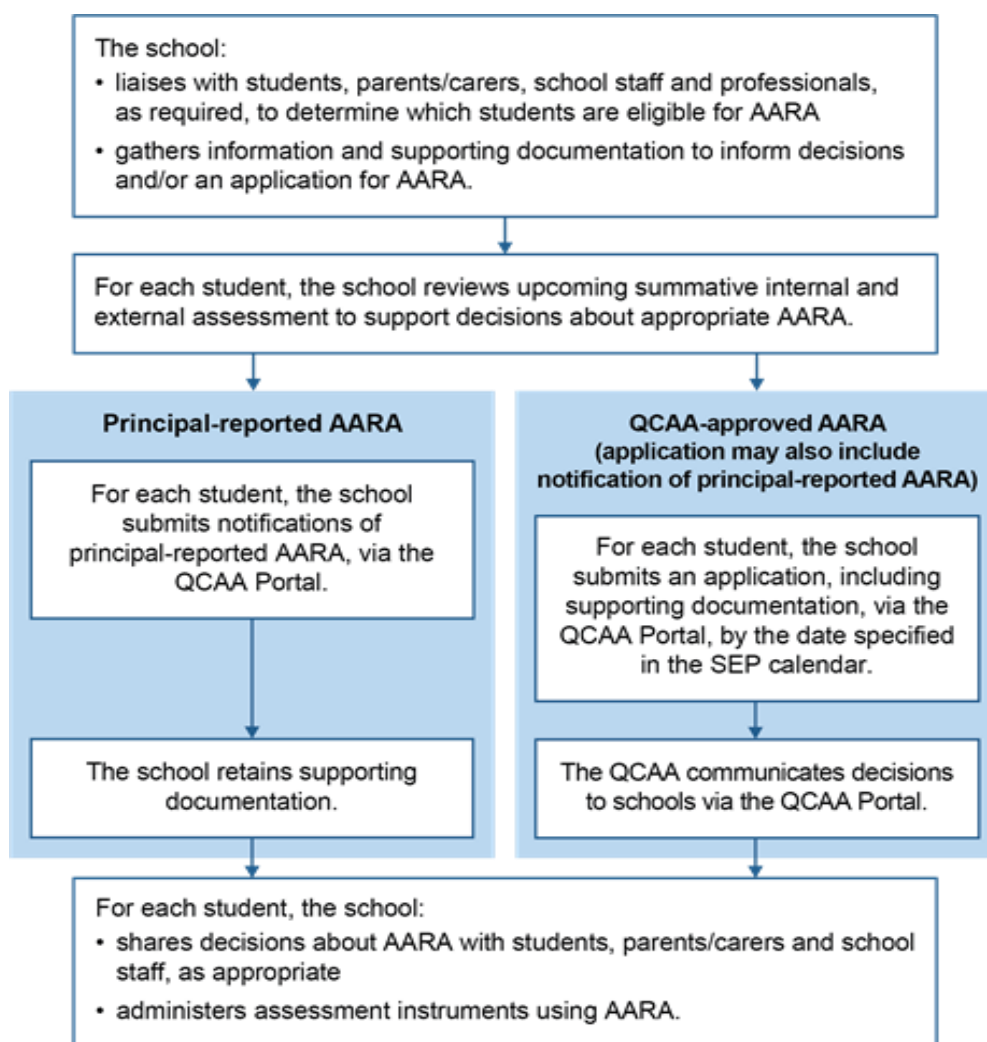


Application and Notification Processes

Schools 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.

Schools must submit an application to the QCAA, via the QCAA Portal, for QCAA-approved AARA for students undertaking summative internal and external assessment in Units 3 and 4 of Applied and General subjects, and for assessment in General (Senior External Examination) subjects and Short Courses.

Schools must notify the QCAA, via the QCAA Portal, of principal-reported AARA for students undertaking summative internal assessment in Units 3 and 4 of Applied and General syllabuses, and for assessment in General and General (Senior External Examination) subjects and Short Courses. For more information see section: supporting documentation, pg. 11.





Timelines for Principal-Reported and QCAA Approved AARA

Type of AARA	Unit 3 and 4 General subjects — internal assessments	Unit 3 and 4 General subjects external assessments <i>and</i> General (SEE) subjects
Alternative format papers, e.g. • braille • large print	Due dates are determined by the school.	Applications are due by the end of February in the summative year. Late applications may not be considered, as significant advance notice is required for design and production.
QCAA-approved AARA (including in combination with principal-reported AARA)	For existing long-term and chronic conditions — applications are due by completion of Units 1 and 2. For all others, applications are due as soon as possible before the assessment event.	For existing long-term and chronic conditions — applications are due by the end of Term 1 in the summative year. For short-term conditions or temporary injuries that are unlikely to resolve before mid-October — applications are due by the end of Week 5 Term 3 in the summative year.
Principal-reported AARA only	Notification is due prior to the relevant confirmation event (see Section 9.4.1: Confirmation process).	Notification is due by the end of Term 3 in the assessment year.

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 illness, impairment or other verified circumstances 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.

The school statement should be prepared by the staff member most familiar with the needs of the student in relation to their disability, impairment and/or medical condition.

Except with the prior written agreement of the QCAA, applications for QCAA-approved AARA that are submitted by the main learning provider without an appropriate school statement will be declined until the appropriate evidence is provided.





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. 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, illness or impairment 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, illness or impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA.

The medical report must be completed on the QCAA's medical report template that can be accessed via the QCAA Portal. The medical report must 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. Schools contact the QCAA for advice if a student is unable to provide a medical report.

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. For more information, see section: currency of supporting documentation, pg. 13.

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.

Schools are to contact QCAA for further advice where the evidence requirements cannot be met due to extenuating circumstances.

For principal-reported AARA, schools are required to keep supporting documentation at the school and may be required to supply the documentation as part of the quality assurance processes for AARA or as part of a review.





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.

Long-term conditions that are unlikely to improve 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.

Where an application has been submitted in the case of a student with a long-term condition and the condition deteriorates subsequent to the application decision, a further application may be submitted that provides updated information regarding the student's condition.

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:

- for summative internal assessments in all subjects and Short Courses, no earlier than six months prior to the relevant Unit 3 or 4 assessment event
- for summative external assessments, or the Senior External Examination, no earlier than 1 April of the assessment year. The QCAA may require an updated medical report closer to the assessment schedule.

The following table on the next page is a summary of documentation requirements for AARA. The list of possible AARA is not exhaustive and depends on a student's individual circumstances.



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Summary of AARA Documentation Requirements

Eligibility category	Examples of possible AARA	Supporting documentation required	Currency of supporting documentation for AARA applications — Units 3 and 4	
			Summative internal assessment	Summative external assessment and SEE
Cognitive	<ul style="list-style-type: none"> • Computer • Extra time • Reader • Rest breaks • Scribe 	<ul style="list-style-type: none"> • Medical report • School statement 	<ul style="list-style-type: none"> • No earlier than Year 10 	<ul style="list-style-type: none"> • No earlier than Year 10
Physical	<ul style="list-style-type: none"> • Assistance • Computer • Extra time • Rest breaks 	<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 	<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.
Sensory	<ul style="list-style-type: none"> • Alternative format papers • Assistance • Assistive technology e.g. amplification system, magnification applications • Extra time • Individual instructions • Rest breaks 	<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 	<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





Social/ emotional	<ul style="list-style-type: none"> • Alternative venue • Assistance • Rest breaks 	<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"> • Anxiety and depressive conditions: No earlier than six months prior to the relevant assessment event. • Other conditions: No earlier than Year 10 	<ul style="list-style-type: none"> • Anxiety and depressive conditions: No earlier than 1 April of the assessment year. An additional, updated medical report may be required. • Other conditions: No earlier than Year 10
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Relevance to Related Legislation & DETE Policy

LEGISLATION

- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Education (Queensland Curriculum and Assessment Authority) Act 2014
- Education (Queensland Curriculum and Assessment Authority) Regulation 2014
- Disability Discrimination Act 1992 (DDA)
- Anti-Discrimination Act 1991
- Disability Standards for Education 2005 (DSE)

RELEVANT POLICY

- QCAA January 2019 - QCE & QCIA Policy and Procedures, 8.5, School-based assessment policy
- QCAA January 2019 - QCE & QCIA Policy and Procedures 6.1 – 6.7 Access arrangements and reasonable adjustments
- QCAA January 2019 - QCE & QCIA Policy and Procedures 8.1 – 8.5 Assessment
- QCAA January 2019 - QCE & QCIA Policy and Procedures 9.1 – 9.5 Internal assessment quality management system
- P-12 Curriculum, Assessment and Reporting Framework – Department of Education (DoE).



AARA Fact Sheet

Access Arrangements and Reasonable Adjustments (AARA): Year 11 and 12

Under the new senior system, *Special Provisions* are now called **Access Arrangements and Reasonable Adjustments (AARA)**. The QCAA encourages schools to develop a school-based AARA process to be implemented according to the guidelines.

The 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 through minimising barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

Guidelines stipulate that schools make decisions about AARA for **Units 1 and 2 (Year 11)**. They ensure that for Essential and General subjects, the AARA implemented for an eligible student for assessment in Units 1 and 2 are aligned to those that are available for summative assessment in **Units 3 and 4 (Year 12)**. AARA guidelines are explicated by the QCAA, details of which can be found on our website: [AARA extract_QCE and QCIA policy and procedures handbook 2019.docx](#)

NB: 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/adjustments in Units 3 and 4.

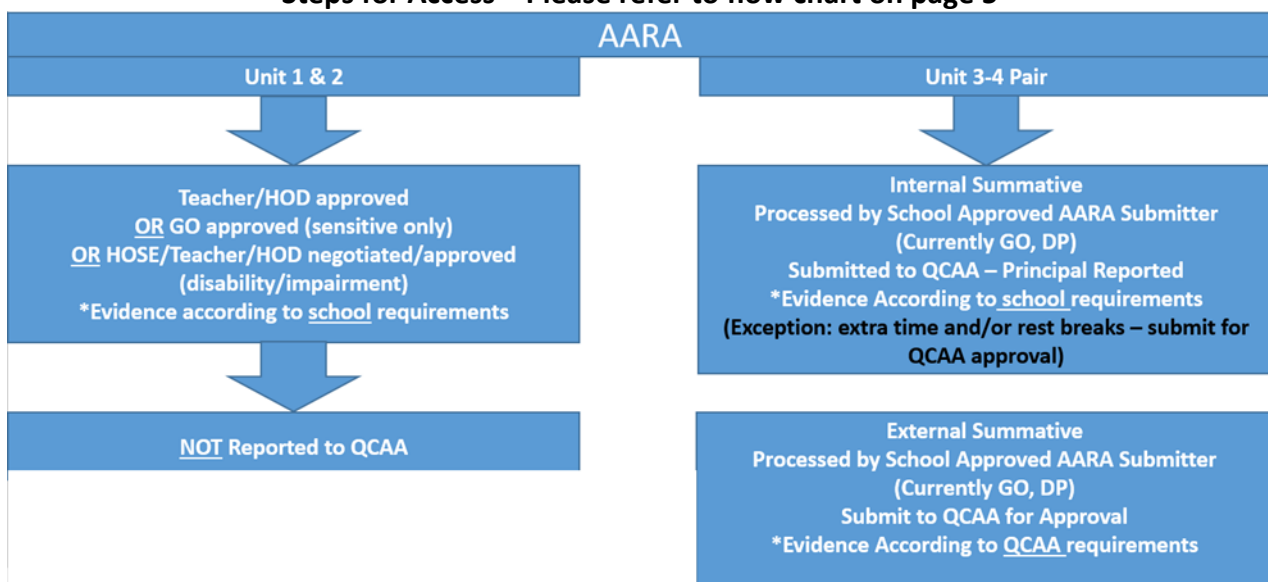
Eligibility for AARA

As above, AARA are provided to minimise barriers for a student. These barriers fall into three broad categories: 1) permanent; 2) temporary; 3) Intermittent. AARA use the following application categories: i. cognitive; ii. Physical; iii. Sensory; iv. Socio-emotional.

Students are **not** eligible for AARA on the following grounds:

- *unfamiliarity with the English language
- *teacher-related difficulties/absences
- *matters the school could have avoided
- *matters the student could have avoided
- *matters of the student's or parent's/carer's own choosing

Steps for Access – Please refer to flow chart on page 5





Keebra Park Keebra Park SHS Academic Arrangements and Reasonable Adjustments (AARA) Application Form

This form must be completed by Year 12 students (studying in 2020) and parents wishing to apply for AARA

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.		
Name:	Class:	
Date of Birth:	Year Level:	
Application Date:		
Period Applied for	Start Date:	End Date:
Which AARA category do you wish to apply for?		
AARA Category	Documentation Required ***Please see over page for documentation requirements***	Documentation Provided
Cognitive (e.g. Intellectual disability; verified learning disorder)	<ul style="list-style-type: none"> Medical report School statement 	YES / NO
Physical (e.g. Physical injury or disability)	<ul style="list-style-type: none"> Medical report <u>or</u> EAP verification covering Unit 3 and 4 assessments School Statement 	YES / NO
Sensory (e.g. Autistic Spectrum Disorders)	<ul style="list-style-type: none"> Medical report <u>or</u> EAP verification covering Unit 3 and 4 assessments School statement 	YES / NO
Social/Emotional (e.g. Anxiety, depression)	<ul style="list-style-type: none"> Medical report <u>or</u> EAP verification covering Unit 3 and 4 assessments School statement 	YES / NO
Illness and/or Misadventure (e.g. Sickness; accident; unexpected event)	<ul style="list-style-type: none"> Medical report <u>and/or</u> Supporting Documentation (other) 	YES / NO
Please briefly describe the situation that is impacting your child's learning.		
Parent Signature		Student Signature
Office Use Only		
Application complete	YES / NO	Principal Approved / QCAA Approved
		AARA recorded YES / NO



Supporting Documentation

Please note: supporting documentation must be included with your AARA application for consideration of submission as per QCAA guidelines.

Medical report:

To make an informed decision about an AARA application, the QCAA requires a medical report that includes the following details:

- the illness, condition or event (including details of a diagnosis, where applicable)
- date of onset or occurrence of the disability; illness and/or medical condition (must cover date of assessment)
- symptoms, treatment or course of action related to the medical condition or event
- explanation of the probable effect of the illness, condition or event on the student's participation in the assessment, particularly timed assessment when considering timed assessment
- professional recommendations regarding AARA

Recommend you use the QCCA Medical Report Template – click [here](#) for link

The medical report must 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.

Non-Medical Supporting Documentation:

- Written evidence must be provided. This may be from a relevant independent professional or other independent third party e.g. police report, social work report, insurance report etc.
- Supporting documentation must cover the date of the assessment for which the application is made.

By signing this form you are consenting to Keebra Park SHS sharing information with QCAA, as required in order for the AARA to be assessed. Further information regarding how this information will be used to assess an AARA can be obtained by contacting QCAA <https://www.qcaa.qld.edu.au/about/contact>



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AARA Template

Information for HODs and Teachers re: AARA for eligible students

The following table summarises possible principal-reported and QCAA-approved AARA. It is not exhaustive. Schools are encouraged to contact the QCAA for pre-application advice about students' needs for any adjustments not listed. Email: aara@qcaa.qld.edu.au.

Student Name: _____ Year: _____
 Subject: _____ Assessment: _____
 Start Date: _____ End Date: _____

Teacher/HOD to indicate (✓) what AARA have been implemented for the student – use right column

AARA	Description of possible adjustments to assessment and/or conditions	AARA Implemented by HOD/Teacher (✓)
Extension	An extension to the due date for submission or completion of an: <ul style="list-style-type: none"> • extended response project <i>or</i> • performance or • non - examination. 	
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.	
Medication	Only prescribed medication may be taken into the assessment room in a clear container.	
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 – includes oral assessment variations.	
Varied seating	Varied seating, if needed, is determined by the school external assessment (SEA) coordinator or supervisor. Options include: <ul style="list-style-type: none"> • single student supervision (separate from the main assessment room at the same assessment venue, e.g. if using a reader) • For internal assessment, alternate venue may be applicable based on Medical advice • small group supervision (separate from the main assessment room at the same assessment venue, e.g. the group of students needs rest breaks) • seated at the back, front or side of the main assessment room, e.g. a student with a back injury is seated at the back so that they can stand periodically. 	





Alternative format papers	Examples include: <ul style="list-style-type: none"> • braille • A4 to A3 enlargement • electronic format • large print papers, e.g. N18, N24, N36 • black-and-white materials. 	
AARA	Description of possible adjustments to assessment and/or conditions	AARA Implemented by HOD/Teacher (✓)
Assistance	Examples include: <ul style="list-style-type: none"> • 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 / undertaking the assessment task. 	
Assistive technology	Examples include: <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application. • <p>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.</p>	
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, i.e. not crunchy, strong-smelling or wrapped in noisy packaging.	
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: <ul style="list-style-type: none"> • bite-sized food • drink • blood-glucose monitoring equipment • rest breaks to eat, measure blood- glucose level or access toilet facilities • medication • varied seating and rest time for the practical aspects of managing the condition. 	





Individual instructions	A clean, unannotated copy of the written instructions. The written instructions will be available for external assessment as a PDF document via the QCAA Portal for each subject. Schools should provide this document to eligible students.	
Physical equipment and environment	Examples include: <ul style="list-style-type: none"> specialised desk or chair cushion or pillow crutches heat or cold pack towel lighting ventilation temperature other physical aid. 	
AARA	Description of possible adjustments to assessment and/or conditions	AARA Implemented by HOD/Teacher (✓)
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.	
Variation to venue	Changes to the assessment venue or assessment room may be made due to severe weather conditions or other incidents. Room changes are not required to be reported unless they impact on the assessment or students, e.g. during an assessment. Schools are required to keep records of student assessment locations through seating plans or other means, as appropriate. Changes need not be separately reported unless they impact on students, e.g. during an assessment.	Principal - reported
Vision aids	Examples include: <ul style="list-style-type: none"> coloured transparency overlay different lighting other vision aids. 	Principal - reported

