



North Lakes State College

Access Arrangements & Reasonable Adjustments (AARA) Policy and Procedures

Year 11 & 12

2020

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RATIONALE

This policy, underpinned by the Queensland Curriculum and Assessment Authority (QCAA) guidelines, 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:

- **Access Arrangements** are action/s taken by the school to ensure a student in years 11 and 12 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 to ensure a student in years 11 and 12 with an *eligible* 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.

POLICY PRINCIPLES

- All students are entitled to demonstrate their knowledge, understanding and skills in response to assessments.
- Schools and teachers will support all students to participate in assessment and demonstrate their learning.
- Special provisions in the conditions of assessment reflect differentiation and are not relative to *Achievement Standards* and/or Instrument Specific Marking Guides (ISMGs).
- Adjustments do not involve compensating for what students do not know or cannot do.
- The process to inform decisions around AARA applications must be done in a timely manner.

KEY STAKEHOLDERS

- Head of Campus 10-12
- Deputy Principal (Year 11) – *Principals Delegate*
- Head of Department (Senior Schooling Pathways) - *AARA Applications Manager*
- Deputy Principal (Special Education & Inclusivity)
- Guidance Officers
- Heads of Department
- Advancement Case Managers
- Teachers
- Students
- Parents/Caregivers

PRIVACY & CONFIDENTIALITY GUIDELINES

‘Standard’ AARA Applications:

- Contact records and all supporting documentation will be stored at ‘*Level 6 (Classroom Teacher)*’ in OneSchool under management of the Deputy Principal, Guidance Officer or Head of Department Senior Schooling Pathways.
- All paper copies of supporting documentation will be stored in a secure location as per college guidelines and procedures.

‘Considered’ AARA Applications:

- Contact records and all supporting documentation will be lodged at ‘*Level 3 (Head of Department)*’ in OneSchool; under direction and management from the Guidance Officer or Head of Campus.
- All paper copies of supporting documentation will be stored in a secure location as per college guidelines and procedures.

RELEVANT SOURCES

- 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)
- Disability Standards for Education 2005 (DSE)
- [QCAA October 2019 – QCE & QCIA Policy and Procedures Handbook \(8.5 – School Based Assessment Policy\)](#)
- [QCAA October 2019 – QCE & QCIA Policy and Procedures Handbook \(6.0 – AARA\)](#)
- [QCAA October 2019 – QCE & QCIA Policy and Procedures Handbook \(9.0 – Internal Assessment Systems\)](#)
- P-12 Curriculum, Assessment and Reporting Framework – Department of Education (DoE)

AARA ELIGIBILITY REQUIREMENTS

Eligibility categories are:

Permanent	Temporary	Intermittent
<i>E.g. verified disability - permanent, short term illness - temporary</i>		

There are broad application categories for AARA eligibility:

Cognitive	Physical	Sensory	Social/Emotional
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A student is **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 examination timetable)
- Matters of the student and/or parent/carers own choosing (e.g. family holidays)
- Matters that the school could have avoided (e.g. incorrect enrolment)

Consideration for family bereavement, trauma or significant absence (approved) is made through the AARA Applications Manager; under an *AARA Extension Application*.

For each application, AARA are considered for all the students enrolled subjects:

- AARA may vary by subject depending on the assessment requirements of the subject.
- The *AARA Applications Manager/Deputy Principal* will liaise with stakeholders to determining appropriate AARA that may be required for specific subjects and assessment instruments.

REASONS & TIMEFRAMES FOR AARA

EXISTING CONDITIONS

The Principal's Delegate, Guidance Officer/s and *AARA Applications Manager* will liaise with HODs and the Advancement Team (Deputy Principal Special Education & Inclusivity and Case Managers) to identify students with verifications and long-standing medical conditions that have a functional impact on their ability to be assessed fairly.

These stakeholders will liaise with teachers, support staff and parents/carers to gather the evidence required to then support an AARA/IS application and make a submission on the behalf of students within required timelines.

TYPE OF AARA (Yr. 11 & 12)	UNIT 3 & 4 GENERAL SUBJECTS - INTERNAL ASSESSMENTS	UNIT 3 & 4 GENERAL SUBJECTS - EXTERNAL ASSESSMENTS
QCAA Approved AARA (Including combination with Principal Reported AARA)	For existing long-term and chronic conditions, applications are due by to the QCAA by the completion of Units 1 & 2 (Term 3 Yr. 11)	For existing long-term and chronic conditions, applications are due to the QCAA by the end of Term 1 in the summative year (Yr. 12)

TEMPORARY MEDICAL CONDITIONS OR INJURIES

Students who experience a temporary medical condition or injury that they believe could affect their assessment performance can apply for AARA. Students and/or parents/carers will liaise with appropriate North Lakes State College staff to ascertain eligibility for AARA. If eligible, the *AARA Applications Manager* will liaise with stakeholders to gather evidence to support the AARA application.

TYPE OF AARA	UNIT 3 & 4 GENERAL SUBJECTS - INTERNAL ASSESSMENTS	UNIT 3 & 4 GENERAL SUBJECTS – EXTERNAL ASSESSMENTS
QCAA Approved AARA (Including combination with Principal Reported AARA)	Applications are due ASAP before the assessment event	For short-term conditions or temporary injuries that are unlikely to be resolved by October (year 12), applications are due before the end of term 1, year 12.
Principal Reported AARA Only	Notification is due prior to the relevant confirmation event and as soon as possible	

ILLNESS AND MISADVENTURE

If a student experiences an illness or event that is unforeseen and beyond their control, they may be eligible for AARA. The student, parent/carer or school staff should seek the advice of the *Principals Delegate* or *AARA Applications Manager* to determine if Principal Reported AARA is available.

METHODS OF DELIVERING AARA

AARA/IS	DESCRIPTION OF POSSIBLE ADJUSTMENT TO ASSESSMENT AND/OR CONDITIONS	APPROVAL TYPE		
		SUMMATIVE INTERNAL ASSESSMENT	SUMMATIVE EXTERNAL ASSESSMENT	SUMMATIVE EXTERNAL ASSESSMENT
ALTERNATIVE FORMAT PAPERS	Examples include - braille, A4 to A3 enlargement, electronic format, large print papers etc.	Principal Reported	QCAA Approved	QCAA Approved
ASSISTANCE	Examples include - Teacher Aide assisting with manipulation of equipment, a supervisor using the students name when reading instructions to provide reassurance	Principal Reported	QCAA Approved	QCAA Approved
ASSISTIVE TECHNOLOGY	Examples include - speech to text or magnification applications	Principal Reported	QCAA Approved	QCAA Approved
BITE SIZED FOOD	A sufficient quantity of bite sized food in a clear container	Principal Reported	QCAA Approved	QCAA Approved
COMPARABLE ASSESSMENT	An alternative comparable assessment that has not been previously administered in the same subject cohort; provided on a different date	Principal Reported	Not Applicable	Not Applicable
COMPUTER*	Desktop or Laptop with approved software applications/provisions	Principal Reported	QCAA Approved	QCAA Approved
DRINK	A drink, other than water, required for a medical reason in a clear and unlabelled bottle	Principal Reported	Principal Reported	Principal Reported
DIABETES MANAGEMENT*	Examples include - bite sized food, drink, blood-glucose monitoring, medication, rest breaks	Principal Reported	Principal Reported	Principal Reported
EXTENSION	A extension to the due-date for submission or completion of an extended response, performance and/or non-performance	Principal Reported	Not Applicable	Not Applicable
EXTRA TIME	Additional working time at the rate of 5 mins per 30 mins of examination assessment time	QCAA Approved	QCAA Approved	QCAA Approved
INDIVIDUAL INSTRUCTIONS	A clean, unannotated copy of the written instructions	Principal Report	Principal Reported	Principal Reported
MEDICATION	Only prescribed medication may be taken into the assessment room, in a clear container	Principal Report	Principal Reported	Principal Reported
PHYSICAL EQUIPMENT	Examples include - specialised chair/desk, cushion/pillow, crutches, towel etc.	Principal Report	Principal Reported	Principal Reported
READER***	A reader that reads the assessment or the students response aloud as often as the student requests	Principal Approved	QCAA Approved	QCAA Approved
REST BREAKS****	Time to rest at the rate of 5 mins per 30 of examination assessment time	QCAA Approved	QCAA Approved	QCAA Approved
SCRIBE****	Work with someone who transcribes the student's verbal responses or directions during the assessment.	Principal Approved	QCAA Approved	QCAA Approved

VARIED SEATING	Varied seating, if needed, is determined by the Exam Coordinator. Options include - single student supervision, small group supervision, seated at the back	Principal Report	Principal Reported	Principal Reported
VARIATION TO VENUE	Changes to the assessment venue/room due to severe weather conditions and/or other incidents.	Principal Approved	QCAA Approved	QCAA Approved
VISION AIDS	Examples include - coloured transparency overlay, different lighting, other vision aids	Principal Report	Principal Reported	Principal Reported

**Further information about computers and document formatting is supplied with the AARA decision letter for external assessment and is also available on the Computers Information Sheet from the QCAA Portal.*

***Further information is available from the Diabetes Management Information Sheet from the QCAA Portal.*

****Further information is supplied with the AARA Decision Letter and available in the Readers Information Sheet from the QCAA Portal.*

*****Further information is supplied in the Rest Breaks Information Sheet from the QCAA Portal.*

AARA APPLICATIONS AND SUPPORTING DOCUMENTATION

For AARA to be considered, an application form must be submitted by students and parents/carers. Staff, in some circumstances, would assist with the completion of this application – providing it to the *AARA Applications Manager*.

Various types of supporting documentation may then be required as evidence to support the application. Guidance will be provided by key stakeholders for what is required on a case-by-case scenario. Some examples of documentation required may include:

- QCAA School Statement
- QCAA Student Statement
- QCAA Medical Report
- Evidence of Verified Disability (EAP Document or equivalent)
- Medical Certificate
- Results for standardised academic testing (NAPLAN, PAT-R, PAT-M etc.)
- Support Provision records
- Personalised Learning summaries
- Police Reports, Official Notices etc.

*The provided statements, must be *current* in accordance with QCAA recommendations (QCE/QCIA Policy & Procedures Handbook V1.2)

SUMMARY OF AARA DOCUMENTATION REQUIREMENTS

ELIGIBILITY CATEGORY	EXAMPLES OF AARA	SUPPORTING DOCUMENTATION REQUIRED	CURRENCY OF SUPPORTING DOCUMENTATION FOR AARA APPLICATIONS (UNIT 3 & UNIT 4)	
			SUMMATIVE INTERNAL ASSESSMENT	SUMMATIVE EXTERNAL ASSESSMENT
COGNITIVE	Computer Extra Time Rest Break Scribe	Medical Report School Statement	No earlier than Year 10	
PHYSICAL	Assistance Computer Extra Time Rest Break	Medical Report OR EAP Verification* School Statement	Long Term Conditions - No earlier than Year 10 Short-Term No earlier than 6 months prior to the relevant assessment event	Long Term Conditions - No earlier than Year 10 Short Term / Temporary: No earlier than April 1 of the assessment year. An additional, updated <i>Medical Report</i> may be required
SENSORY	Alternative Format Paper Assistance Assistive Technology Extra Time	Medical Report OR EAP Verification* School Statement		
SOCIAL & EMOTIONAL	Alternative Venue Assistance Rest Break	Medical Report OR EAP Verification* School Statement	Anxiety/Depressive Conditions - No earlier than 6 months prior to the assessment event Other conditions - No earlier than Year 10	Anxiety/Depressive Conditions - No earlier than 1 April of the assessment year. An additional, updated <i>Medical Report</i> may be required. Other conditions - No earlier than Year 10

COMMUNICATION & PROCEDURE PROTOCOLS FOR AARA

- It is a student’s responsibility to apply for *Access Arrangements and Reasonable Adjustments (AARA)*; should they require support provisions when undertaking assessment in years 11 and 12.
- Students with a current verified **Educational Adjustment Program (EAP)** will have their application coordinated by the *Deputy Principal Special Education & Inclusivity and Advancement Case Manager*.
- North Lakes State College must submit applications for *Principal Reported AARA* or *QCAA Approved AARA* to the QCAA on the students’ behalf via the QCAA Portal. The *AARA Applications Manager* in liaison with the *Principal’s Delegate* will coordinate this.
- For *Principal Reported AARA*, the Principal or Principal’s Delegate must be reasonably satisfied that the need for AARA exists and be able to provide evidence to justify the decision.
- For students with *‘Existing Conditions’*, a record of AARA implemented will be further recorded using the *Personalised Learning* tab on One-School.

STEP 1: IDENTIFICATION/NOTIFICATION OF ELIGIBLE STUDENTS FOR AARA

- **IDENTIFICATION** - Staff liaise and communicate with AARA Applications Manager/DP re eligible students (incl. ADV)
- **NOTIFICATION** – AARA Applications Manager/DP contact parents re an AARA Application



STEP 2: GATHER DOCUMENTATION

- AARA Applications Manager, Deputy Principal or Guidance Officer to liaise with parent/carer, student and relevant staff to gather the required documentation for an AARA Application (School Statement/Medical Report etc.)



STEP 3: REVIEW DOCUMENTATION

- AARA Applications Manager, Deputy Principal or Guidance Officer to review AARA application and provided documentation; assessing AARA eligibility. This may involve meetings with the student and parent/carer



STEP 4: AARA APPLICATION SUBMISSION/S - DECISIONS

YEARS 11-12 (PRINCIPAL REPORTED)
Principal’s Delegate

YEARS 11-12 (QCAA APPROVED)
QCAA AARA Unit



STEP 5: AARA/IS APPLICATION OUTCOME

APPROVED

1. Student notified of **AARA Decision**
2. *Support Provision* is built into OneSchool
3. **AARA Decision** is published to classroom teachers
4. **Student completes assessment piece**
5. Classroom teacher completes **AARA Adjustment Form** and attaches to the students task

NOT APPROVED

1. AARA Applications Manager to communicate with parents/carer and student
2. Communication noted logged in OneSchool