

Access Arrangement and Reasonable Adjustments AARA

Introduction

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 their potential through participation in education and training.

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.

At Kedron SHS, students may be eligible to apply for Access Arrangements and Reasonable Adjustments (AARA) in Years 7-12. The implementation of AARA in Years 7 – 10 builds students and parents understandings of the responsibilities and requirements for AARA. It also assists in building a body of evidence to support AARA applications in Years 11 and 12. AARA is only applicable to EXAMINATIONS in Year 7 – 10. A range of parameters must be met for students to have AARA applied to their assessment. The school is the approving body for application of AARA in Years 7-11. AARA applications in Year 12 require application to, and approval from, the QCAA as outlined in Section 6 of the QCAA's QCE & QCIA Handbook V 3.0, February 2022.

Purpose

The purpose of this procedure document is to ensure that parents have a clear and concise understanding of the application and approval process for AARA. This procedure will outline clearly the differing procedures and approvals process for Year 7/8, 9/10 and 11/12. Furthermore, this document will outline clearly the staff parents may contact if they require further information.

Implementation

The application of AARA to student assessment is based on the functional impact of the condition for which AARA are sought. Students with the same condition may experience highly varied impacts on their education, and their ability to demonstrate their learning, knowledge and skill in assessments. To this end, this document does not include examples of every possible circumstance 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 (and therefore Kedron SHS) uses broad application categories for AARA eligibility:

- cognitive • physical • sensory • social/emotional.

AARA is not.....

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, IT issues)
- timetable clashes
- matters of the student's or parent's/carer's own choosing (e.g. family holidays, attending sporting events)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)

Examples of AARA

AARA	Description of possible adjustments to assessment and/or conditions
Alternative format papers	Examples include: Braille A4 to A3 enlargement electronic format large print papers, for example, N18, N24, N36 black-and-white materials.
Assistance	Examples include: 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.
Assistive technology	Examples include: amplification system speech-to-text application magnification application. 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.
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: bite-sized food drink medication blood-glucose monitoring equipment rest breaks to eat, measure blood-glucose level or access toilet facilities varied seating and rest time for the practical aspects of managing the condition.
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.
Individual instructions	A clean, unannotated written copy of any verbal instructions.
Physical equipment and environment	Examples include: specialised desk or chair cushion or pillow crutches heat or cold pack towel lighting ventilation temperature other physical aid.
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.
Varied seating	Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include: single student supervision (separate from the main assessment room at the same assessment venue, for example, if using a reader) small group supervision (separate from the main assessment room at the same assessment venue, for example, the group of students needs rest breaks) seated at the back, front or side of the main assessment room, for example, a student with a back injury is seated at the back so that they can stand periodically.

FOR YEARS 7 AND 8 (JUNIOR SCHOOL)

For Long Term and Chronic Conditions ONLY

For ALL short term conditions, temporary injuries, illness or misadventure concerns please contact your class teacher, Year Level Coordinator or Sector HOD at your earliest convenience.



• **DISCUSS** potential AARA application with Key Teacher (General or SWD), Junior Secondary HOD, Head of Special Education Services, Guidance Officers or Deputy Principal Student Enhancement and Support. Paperwork will be provided to you after discussion.



• **SIGN** completed AARA application and gather supporting documentation as required.



• **SUBMIT** application to Deputy Principal Student Enhancement and Support for consideration skiss2@eq.edu.au



• **NOTIFICATION** of application outcome emailed to stakeholders



• **IMPLEMENTATION** of approved AARA conditions for applicable subjects by classroom teachers

PLEASE NOTE THAT ALL AARA APPROVED IN YEAR 7 WILL APPLY FOR BOTH YEAR 7 AND 8 UNLESS OTHERWISE NOTIFIED

FOR YEARS 9 AND 10 (MIDDLE SCHOOL)

For Long Term and Chronic Conditions ONLY

For ALL short term conditions, temporary injuries, illness or misadventure concerns please contact your class teacher, Year Level Coordinator or Sector HOD at your earliest convenience.



• **DISCUSS** potential AARA application with Key Teacher (SWD), Middle School HOD, Head of Inclusive Practices, Guidance Officers or Deputy Principal Student Enhancement and Support. Paperwork will be provided to you after discussion.



• **SIGN** completed AARA application and gather supporting documentation



• **SUBMIT** application to Deputy Principal Student Enhancement and Support for consideration skiss2@eq.edu.au



• **NOTIFICATION** of application outcome emailed to stakeholders



• **IMPLEMENTATION** of approved AARA conditions for applicable subjects by classroom teachers

PLEASE NOTE THAT ALL AARA APPROVED IN YEAR 9 WILL APPLY FOR BOTH YEAR 9 AND 10 UNLESS OTHERWISE NOTIFIED

FOR YEARS 11 AND 12

PLEASE NOTE SEPARATE APPLICATIONS REQUIRED FOR UNITS 1/2 AND 3/4

For Long Term and Chronic Conditions ONLY

For ALL short term conditions OR temporary injuries, please contact the Guidance Officer as soon as practicable. For illness or misadventure concerns please contact the Senior School HOD or Deputy as soon as practicable.



• **DISCUSS** potential AARA application with Head of Inclusive Practices, Guidance Officers or Deputy Principal Senior Secondary. Paperwork will be provided to you after discussion.



• **COMPLETE** AARA application and gather supporting documentation



• **SUBMIT** application to Guidance Officers for consideration cstre6@eq.edu.au or esmit469@eq.edu.au



• **NOTIFICATION** of application outcome emailed to stakeholders.



• **IMPLEMENTATION** of approved AARA conditions for applicable subjects by Senior Secondary team.



WHO TO ASK FOR ASSISTANCE?

Deputy Principal Student Enhancement and Support – Mr Shane Kiss skiss2@eq.edu.au

Guidance Officers

- Year 11 Ms Christine Griffin cstre6@eq.edu.au
- Year 12 Ms Elizabeth Smith esmit469@eq.edu.au

Head of Inclusive Practices – Ms Jessica Claridge jclar536@eq.edu.au

Deputy Principal Senior Secondary – Ms Tamsin Buckley tbuck79@eq.edu.au

Queensland Curriculum and Assessment Authority - <https://www.qcaa.qld.edu.au/senior/assessment/aara>