# Kedron State High School Traditional Academic Disciplined Diverse



## **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)

AARA	Description of possible adjustments to assessment and/or conditions		
Alternative format papers	Examples include:		
	Braille	large print papers, for exam	ple, N18, N24, N36
	A4 to A3 enlargement	black-and-white materials.	
	electronic format		
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	blood-glucose monitoring equipment	
	drink	rest breaks to eat, measure blood-glucose level or access toilet facilities	
	medication	edication 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	Examples include:		
environment	specialised desk or chair	heat or cold pack	ventilation
	cushion or pillow	towel	temperature
	crutches	lighting	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 (sepa	rate from the main assessment	oom at the same assessment venue, for exa	ample, if using a reader)

#### **Examples of AARA**

small group supervision (separate from the main assessment room at the same assessment venue, for example, the group of students needs rest breaks)

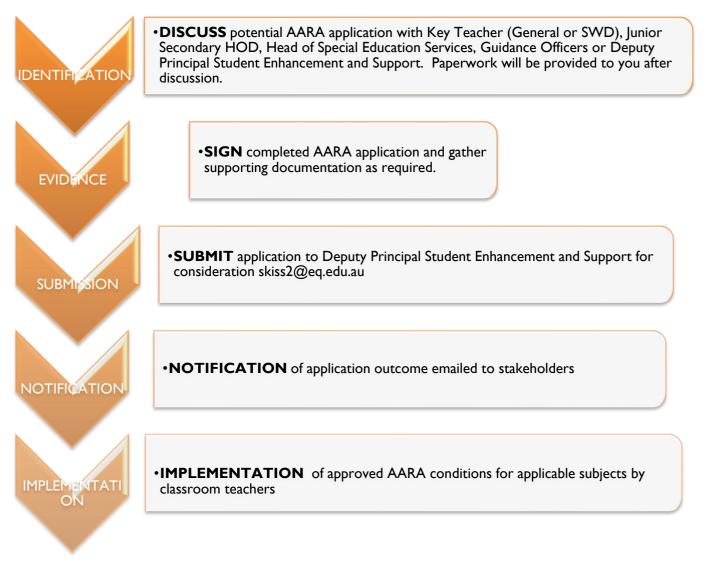
seated at the back, front or side of the main assessment room, for example, a student with a back injury is seated at the back so that they can stand periodically.



### 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.



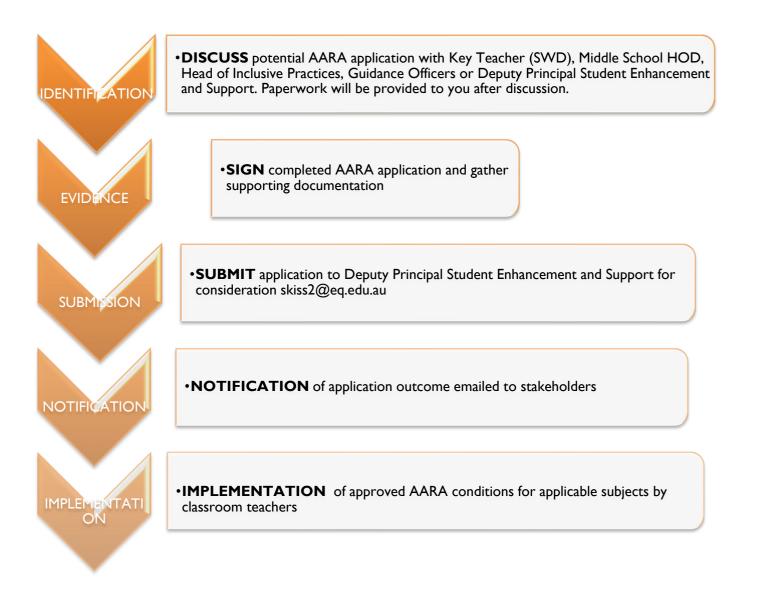
PLEASE NOTE THAT ALL AARA APPROVED IN YEAR 7 WILL APPLY FOR BOTH YEAR 7 AND 8 UNLESS OTHERWISE NOTIFIED



### 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.



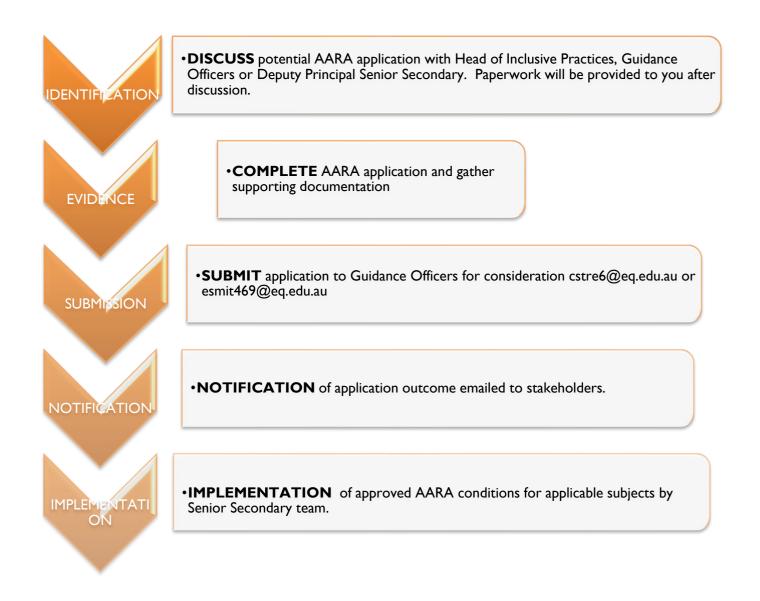
#### PLEASE NOTE THAT ALL AARA APPROVED IN YEAR 9 WILL APPLY FOR BOTH YEAR 9 AND 10 UNLESS OTHERWISE NOTIFIED



### 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.





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### WHO TO ASK FOR ASSISTANCE?

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

Guidance Officers

- Year II Ms Christine Griffin <u>cstre6@eq.edu.au</u>
- 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 <u>tbuck79@eq.edu.au</u>

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

34 PARK ROAD, WOOLOOWIN, QLD, 4030 | 07 3630 3333

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