



AARA – LONG TERM

**Access Arrangements and Reasonable Adjustments
(AARA): Long Term**

**Disabilities including learning disorders; mental health
conditions**

APPLICATION PACK

Inside this pack:

- ✓ **Letter to Parent/Caregiver**
- ✓ **AARA Policies and Procedures**
- ✓ **AARA Application Form 1 - Parents to Complete and Student Statement**
- ✓ **AARA Application Form 2 Medical Template** (provided as a guide for medical practitioner if required)

**Please return completed forms with supporting documents to
Guidance Officer (Yr 11 and 12) – GuidanceOfficer@yarrabilbassc.eq.edu.au**

Yarrabilba State Secondary College is committed to reducing barriers to success for all students. Access Arrangements and Reasonable Adjustments (AARA) are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to access, participate in, or respond to assessment.

The school follows the processes outlined in the QCE and QCIA Policy and Procedures Handbook, available from the [Queensland Curriculum and Assessment Authority \(QCAA\)](#).

The Principal manages the approval of AARA for students through members of the school's AARA team. Applications are submitted to the relevant delegate for consideration by the Principal. Completed applications, along with all supporting documentation, should be submitted to the appropriate staff member below:

- **Long-term conditions/disabilities including learning disorders and mental health or medical conditions** – Guidance Officer (Years 10–12)
- **Short-term illness or misadventure** – Head of Department – Senior Schooling

All AARA applications must include the relevant supporting documentation, as outlined in Section 6.5.1 of the QCE and QCIA Policy and Procedures Handbook, and should be submitted as early as possible to ensure QCAA timelines can be met. All evidence used to inform decisions is securely recorded on the student's file by the Principal or their delegate.

Students are not eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related issues
- matters that the student could have avoided (e.g. technology issues)
- matters of the student's or parent/carer's choosing (e.g. holidays or sporting commitments)
- matters that the school could reasonably have avoided.

How decisions are made

When considering an AARA application, the Principal and delegates consider the functional impact of the student's disability, impairment, medical condition or other circumstances, as well as the adjustments required to allow the student equitable access to assessment. Adjustments are determined on an individual basis and may vary between students and across different assessment tasks.

Decisions are informed by evidence and professional judgement, in line with obligations under the Disability Discrimination Act (DDA), Disability Standards for Education (DSE), and best teaching practice. Any approved adjustment must allow the student to demonstrate the objectives of the assessment without compromising the integrity of the task.

Adjustments may include changes to:

- **Presentation of the assessment**
e.g. written instructions provided in place of verbal instructions for a student with a hearing impairment.
- **Response method**
e.g. use of a computer with approved software for a student with Developmental Coordination Disorder (DCD).
- **Timing**
e.g. additional working time for a student with ADHD during supervised assessment.
- **Scheduling**
e.g. completing an assessment at an alternative time due to illness or misadventure.
- **Assessment environment**
e.g. completing assessment in a separate room to access approved adjustments such as a reader or rest breaks.
- **Mode of assessment**
e.g. completing an alternative physical activity in Physical Education due to injury while still demonstrating the required objectives.

Applying for a Long-Term AARA

Students in Year 11 wishing to apply for a long-term Access Arrangements and Reasonable Adjustments (AARA) must submit their application by the due date set by the Principal. This will generally occur prior to the first assessment period in Term 1 (Unit 1).

Students and their parent/carer are required to complete the **AARA Application Form – Long Term [Form 1]** and submit it with all relevant supporting medical documentation. Further information regarding acceptable supporting documentation is outlined below.

Medical documentation required

Students must provide original diagnostic reports or documentation outlining:

- the nature of the disability, impairment, illness or condition
- the impact on learning and assessment
- recommended adjustments or supports.

Where a diagnosis was made prior to Year 10, updated supporting documentation is also required. This may include a report from an approved practitioner outlining the current impact of the condition, or completion of the **AARA Medical Report – Long Term [Form 2]**.

For mental health conditions, supporting medical documentation must generally be dated within six months of the relevant assessment period.

Please note that all supporting documentation must be submitted with the AARA application in accordance with QCAA requirements for the application to be considered.

Approved practitioners

Medical documentation must be completed by an appropriate qualified practitioner, such as:

- a General Practitioner (GP)
- medical specialist
- psychologist registered under relevant Queensland legislation.

The practitioner must not be related to the student or employed by the school.

Information required in the medical report

Supporting medical documentation should include:

- details of the disability, illness, impairment or condition, including diagnosis where applicable
- the date of onset or occurrence of the condition
- confirmation that the condition covers the assessment period
- symptoms, treatment, or recommended course of action
- an explanation of the likely impact on the student's ability to participate in assessment, particularly timed assessment
- professional recommendations regarding appropriate AARA provisions or adjustments.

Schools make decisions about AARA for Units 1 and 2 (Year 11). They ensure that for Applied, 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). 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 adjustments for assessment in Units 3 and 4.

Should you have any queries or need assistance completing this application, please contact the College.

AARA Application Form: Long Term

Disabilities including learning disorders; mental health conditions

This application form is completed by students and parents and submitted, with the relevant, required supporting documentation, to:

- Disabilities including learning disorders
- Mental health conditions or other conditions

Student Name:		Connect Class:	
Application Date:			
Category of Disability (select all that apply and specify where relevant)			
<input type="checkbox"/> Cognitive <input type="checkbox"/> Specific Learning Disorder (Reading, Writing, Mathematics) <input type="checkbox"/> Attention Deficit Hyperactivity Disorder (ADHD) <input type="checkbox"/> Developmental Language Disorder (DLD) <input type="checkbox"/> Intellectual Disability <input type="checkbox"/> Autism Spectrum Disorder (ASD) <input type="checkbox"/> Other _____			
<input type="checkbox"/> Physical <input type="checkbox"/> Long-term physical injury or mobility condition <input type="checkbox"/> Developmental Coordination Disorder (DCD) <input type="checkbox"/> Medical Condition (please specify) _____ <input type="checkbox"/> Other _____			
<input type="checkbox"/> Sensory <input type="checkbox"/> Visual impairment <input type="checkbox"/> Hearing impairment/Deaf and hard of hearing <input type="checkbox"/> Other _____			
<input type="checkbox"/> Social/Emotional <input type="checkbox"/> Autism Spectrum Disorder (ASD) <input type="checkbox"/> Attention Deficit Hyperactivity Disorder (ADHD) <input type="checkbox"/> Anxiety <input type="checkbox"/> Depression <input type="checkbox"/> Mental Health Disorder <input type="checkbox"/> Other _____			

Confidential student statement

Access arrangements and reasonable adjustments (AARA)

A student may complete this statement as part of an application for AARA. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this statement is treated in the strictest confidence and is only used for the purpose of determining the AARA application.

Fill out all fields and sign the last page. Submit this statement as part of an AARA application via the QCAA Portal.

Student details	
Student name:	
School:	
LUI:	

Provide a brief history of your disability, impairment and/or medical condition, including symptoms.

The information you provide on this form will be used for access arrangements and reasonable adjustments (AARA), which are designed to assist students with disability, impairment, medical conditions or other circumstances that may be a barrier to their performance in assessment. The procedures for these arrangements and adjustments are set out in the *QCE and QCIA policy and procedures handbook 2019 v1.0*. Personal information will be accessed by authorised QCAA staff and handled in accordance with the *Information Privacy Act 2009*. Information held by the QCAA is subject to the *Right to Information Act 2009*.

Comment on how the disability, impairment and/or medical condition affects your daily functioning in the classroom.

Describe how the disability, impairment and/or medical condition is a barrier to your access to the assessment and/or to your ability to communicate a response to assessment.

What kind of arrangements help you to be able to complete assessment, e.g. extra time, rest breaks, assistive technology?

Student signature:

Date: / /

**Parent/carer signature
(if student is under 18):**

Date: / /

Confidential medical report

Access arrangements and reasonable adjustments (AARA)

Medical reports may only be completed by the student's general practitioner (GP), medical specialist, or psychologist (registered under Queensland's *Health Practitioner Regulation National Law Act 2009*). The health professional providing a report must not be related to the student or employed by the school. The information provided needs to be current and relate to the relevant assessment period.

Information provided in this report is treated in strictest confidence and is only used for the purpose of determining the student's AARA application.

If the health professional does not use this report form, they must supply a current medical report containing all of the following information.

For more information, refer to **About this report** on the last page.

Student details	
Student name:	
School:	
LUI:	
I give permission for my health professional to provide information concerning this application to the QCAA, if required.	
Student signature:	Date: / /
Parent/carer signature: (if student is under 18)	Date: / /

Part A

This section is **only** to be completed by the health professional.

Diagnosis:	
Date of diagnosis:	/ /
Date of occurrence/onset:	/ /
Provide a brief history of the student's disability, impairment and/or medical condition, including symptoms.	
Is the student currently receiving treatment? Please indicate.	

Comment on the probable effect of this disability, impairment and/or medical condition on this student's capacity to complete timed assessment.

Part B — AARA

This section is **only** to be completed by the health professional.

Comment on how the disability, impairment and/or medical condition would affect this student's daily functioning in the classroom.
Professional recommendations for assessment adjustments.

Please indicate which adjustments are recommended for the student. Only the recommendations indicated below will be applied for.

✓ Please tick recommendation	AARA	Detail
	Alternative format	e.g. Braille, enlargement, electronic format
	Assistance	e.g. assistance with manipulation of equipment, using the student's name and providing reassurance and prompting to begin/continue
	Assistive technology	e.g. amplification system, view digital stimulus, use magnifier, voice recognition and/or screen reader. Schools should only apply for assistive technology if the student is already familiar with using the assistive technology.
	Bite-sized food	Unobtrusive food (not crunchy or strong smelling) in a clear container
	Comparable assessment	Not previously administered to students in subject cohort - given on a different date
	Computer	Computer - Desktop or laptop with approved software - see information sheet. Apply for by subject if required. Contact AARA Unit for advice if unsure.
	Diabetes Management	e.g. bite size food, BG monitoring equipment, additional time to manage aspects of this condition
	Drink (other than water)	Other than water, required for a medical reason
	Extension	Extension to the due date for a non-exam
	Extra time	Additional exam working time - five minutes per half hour
	Individual instructions	Unannotated copy of written instructions
	Medication	Only prescribed
	Other	Based on the functional impact of a student's condition e.g. Presentations pre-recorded, presenting to teacher or small group only
	Physical equipment and environment	e.g. Specialised desk, cushion, heat or cold pack, silent fidget tools, other
	Reader	Reading the assessment or the student's response aloud as often as the student requests - see information sheet
	Reduced Audience	For presentations – present in front of small group, teacher only, or pre-recorded
	Rest breaks	Time to rest. Five minutes per half hour, taken at any time during the assessment - see information sheet
	Scribe	Someone transcribing the student's verbal response or direction during assessment – see information sheet
	Varied seating - <i>out of order in the main exam room</i>	
	Varied seating - <i>small group supervision in separate room</i>	
	Varied seating - <i>own room</i>	
	Vision aids	e.g. coloured transparency, different lighting, other

*** AARAs in bold indicate QCAA-approved provisions.

Please provide further details of above recommendations if required:

Part C Health professional details

Name:	
Profession:	
Phone:	
Specialty/qualifications: (if applicable)	
Place of work:	
Registration number:	
Practice stamp: (if applicable)	
Signature:	Date: / /

