

AARA Application Information: Long Term

Verified disability; diagnosed learning disorders; mental health

Varsity 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 read, respond to or participate in assessment.

The college follows the processes as outlined in the QCE and QCIA policy and procedures handbook available from <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook>

The college Principal manages the approval of AARA for students through members of the AARA Committee. AARA applications are submitted to the relevant AARA delegate for consideration by the Principal. Please return completed applications with supporting documents to the following delegates:

- **Long term:** Verified disability and diagnosed learning disorders - **Deputy Principal - Inclusion**
- **Long term:** Mental health conditions or other conditions - **Guidance Officer – Year 10-12**
- **Short term:** Temporary illness or misadventure - **Deputy Principal - Year 11 and 12.**

All AARA applications must be accompanied by the relevant supporting documentation (outlined in Section 6.5.1 of the QCE and QCIA policy and procedures handbook) and made as far in advance as possible to meet the QCAA timelines. All evidence used to make decisions is recorded in 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 (such as technology issues)
- matters of the student's or parent's/carer's own choosing (such as holidays or sporting events)
- matters that the school could have avoided.

LONG TERM: Verified disability; diagnosed learning disorders; mental health

Principals consider the limitations and restrictions and functional impact of the disability, impairment, medical condition or other circumstances and the specific types of adjustments that allow individual students to access the assessment and/or demonstrate what they know or can do. The decisions about adjustments may not be the same for every student or the same for each student for every assessment. Teachers and schools rely on evidence to make professional judgments about the types of adjustments provided for students. This evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the DDA, the DSE and best teaching practice. The adjustment/s should not prevent the student from demonstrating the objectives of the assessment.

The decisions may involve an adjustment to:

- how the instrument is presented to the student (e.g. for a student with a hearing impairment verbal instructions may be provided as written instructions)
- how the student responds to the assessment (e.g. a student with Developmental Coordination Disorder — DCD may complete the assessment using a computer with approved software)
- the time allowed (e.g. a student with attention deficit hyperactivity disorder (ADHD) may have five minutes per half-hour extra time provided in supervised assessment)
- the scheduling (e.g. a student completes an assessment at a later time than others because of a car accident on the day of the assessment)
- the environment in which the assessment is undertaken (e.g. a student may sit in a different room to the other students as they need a reader)
- the mode of the assessment (e.g. a student with an injury may perform a different physical activity from the rest of the cohort in PE in order to be able to demonstrate the unit objectives).

Students and parents/carers must contact Student Services as soon as possible to advise of temporary illness or misadventure and submit the relevant supporting documentation.

The AARA application form, including a medical report and/or other supporting documentation, must be submitted to the relevant Deputy Principal as soon as possible.

AARA Application Form: Long Term

Verified disability; diagnosed learning disorders; mental health

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

- Verified disability and diagnosed learning disorders - **Deputy Principal - Inclusion**
- Mental health conditions or other conditions - **Guidance Officer – Year 10-12**

Name:			Roll Class:	
Application Date:				
AARA Category and Supporting Documentation Required (Please tick)	<input type="checkbox"/> Cognitive (e.g. Intellectual disability; learning disorder)	<input type="checkbox"/> Medical report <input type="checkbox"/> School statement		
	<input type="checkbox"/> Physical (e.g. Long term physical injury, or disability)	<input type="checkbox"/> Medical report or <input type="checkbox"/> EAP verification covering Unit 3 and 4 assessments <input type="checkbox"/> School Statement		
	<input type="checkbox"/> Sensory (e.g. Autistic Spectrum Disorders)	<input type="checkbox"/> Medical report or <input type="checkbox"/> EAP verification covering Unit 3 and 4 assessments <input type="checkbox"/> School statement		
	<input type="checkbox"/> Social/Emotional (e.g. Anxiety, depression)	<input type="checkbox"/> Medical report or <input type="checkbox"/> EAP verification covering Unit 3 and 4 assessments <input type="checkbox"/> School statement		
Parent Statement (Please briefly describe the situation and the adverse effect it is having/has had on your child's ability to complete/participate in learning and/or assessment)				
Student Signature:		Parent Signature:		
OFFICE USE ONLY				
Application complete: YES NO		Principal Approved / QCAA Approved		
Parent, student, teacher, HOD informed of decision YES NO		AARA recorded on OneSchool: 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

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.

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

**Health practitioners may use the medical report on pages 4-7 (Part A, B, C and D).
If the health practitioner does not use this medical report template, they must supply a current medical report containing the relevant information listed above.**

Non-Medical Supporting Documentation

When the condition is not medical, students may supply other relevant evidence including:

- written evidence from a relevant independent professional or other independent third party, such as a witness or police report;
- official notices.

Supporting documentation (medical or non-medical) must cover the date of the assessment for which the application is made.

Medical Report

Health practitioners may use this medical report template. If the health practitioner does not use this medical report template, they must supply a current medical report containing the relevant information outlined on page 3.

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

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

Part A: Details of disability, impairment and/or medical condition

Diagnosis:	
Date of diagnosis:	
Date of occurrence/ onset:	
Please tick (all that apply)	Provide a brief history of the student's disability, impairment and/or medical condition, including symptoms.
<input type="checkbox"/> Vision impairment	
<input type="checkbox"/> Intellectual disability	
<input type="checkbox"/> Autism Spectrum Disorder	
<input type="checkbox"/> Speech and Language impairment	
<input type="checkbox"/> Hearing impairment	
<input type="checkbox"/> Physical impairment	
<input type="checkbox"/> Medical condition	
<input type="checkbox"/> Mental health condition	
<input type="checkbox"/> Illness	
<input type="checkbox"/> Other	
Is the student currently receiving treatment? Please indicate:	
I consider that the effect of the impairment arising from the medical condition is/was: <input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	
<input type="checkbox"/> I consider that the student is/was unfit to participate in assessment due to a temporary medical condition from / / to / / . <input type="checkbox"/> I consider that the student is/was unfit to participate in assessment due to a deterioration in a chronic condition from / / to / / . <input type="checkbox"/> If the student was affected for less than a full day, comment on the amount of time the student was affected during a timed assessment, e.g. second half of the exam session:	

Part B: Effect/impact on learning in the classroom

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

- ☐ Difficulties with attention/concentration
- ☐ Difficulties with writing and fine motor tasks
- ☐ Difficulties with mobility
- ☐ Difficulties with written language and expression
- ☐ Difficulties with reading
- ☐ Difficulties with numeracy
- ☐ Difficulties with anxiety and mental health
- ☐ Difficulties accessing curriculum due to vision
- ☐ Difficulties accessing the curriculum due to hearing
- ☐ Difficulties accessing the curriculum due to learning disorder
- ☐ Other (please outline details)

Provide comments:

Part C: Effect/impact on exams (timed assessment)

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

- ☐ Inability to sit exam at nominated time due to illness
- ☐ Inability to write due to physical injury
- ☐ Inability to complete written exam within nominated time
- ☐ Inability to complete assessment without rest/movement breaks
- ☐ Inability to complete exams without adult support to maintain focus and redirect if required
- ☐ Inability to present oral presentations to a large group of students
- ☐ Inability to read standard format of exam due to vision impairment
- ☐ Inability to sit exams without changes to physical environment and without physical equipment
- ☐ Inability to complete exams without additional time for medical management (e.g. diabetes)
- ☐ Other (please outline details)

Provide comments:

Part D: Recommended adjustments

Professional recommendations for assessment adjustments to support completion of assessment.

- ☐ Extension to the due date for submission or completion of an assessment piece
- ☐ Additional time for exams (for instance, 5 minutes per half an hour)
- ☐ Varied seating – single student supervision
- ☐ Varied seating – small group supervision
- ☐ Varied seating – preferential seating within the classroom
- ☐ Alternative format paper – enlarged print or braille
- ☐ Teacher assistance – provide support and reassurance and prompts to start and continue
- ☐ Teacher assistance with manipulation of equipment and other practical tasks
- ☐ Assistive technology – e.g. C-pen, speech to text application
- ☐ Diabetes management – bite size food, BG monitoring equipment, additional time to manage aspects of this condition
- ☐ Rest breaks taken at any time during the assessment (for instance, 5 mins per half an hour)

Provide comments: