Access Arrangements and Reasonable Adjustments (AARA): FACT SHEET

Under the new senior assessment system, *Special Provisions* are now called *Access Arrangements and Reasonable Adjustments (AARA*).

The QCAA recognises that some students have a disability, impairment and/or medical condition/s, or experience other circumstances that may be a barrier to their performance in assessment. AARA are designed to assist these students through minimising barriers for eligible students to demonstrate their learning, knowledge and skill in assessment.

> Guidelines stipulate that schools make decisions about AARA for **Units 1** and **2**. They ensure that for *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.** AARA guidelines are defined by the Queensland Curriculum and Assessment Authority (QCAA), details of which can be found at https://www.qcaa.qld.edu.au/
>
> *NB: 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 AARA in Units 3 and 4.*

AARA Categories

AARA are provided to minimise, as much as possible, barriers for a student to read, respond to or participate in assessment. These barriers fall into two broad categories:

CATEGORY A: 1) permanent; 2) temporary; 3) intermittent.

CATEGORY B: 1) cognitive; 2) physical; 3) sensory; 4) socioemotional.

AARA Application Process

1. Student/parent contacts the Guidance Officer (GO) to discuss issue/s and AARA eligibility. Student is provided with AARA application.

2. Student/parent gathers supporting documentation and submits AARA application to GO. GO reviews and approves application before submitting to relevant Head of Department (HOD) to determine the appropriate AARA strategy.
   - Years 7 -11 Unit 1 & 2 – School-based decision made in-line with QCAA guidelines.
   - Unit 3 – 4 – Internal assessment: school-based/QCAA approved decision; External assessment: GO submits AARA application to QCAA for approval.

3. GO relays confirmation of eligibility for AARA, in line with QCAA guidelines to student/parent/teacher/HOD

Possible AARA Strategies

QCAA Inclusive strategy	Possible Adjustment	HOD/TEACHER SECTION -Tick the adjustment for this assessment				
Timing (rest breaks and extra time)	Extension **Principal Reported** Additional time (exam) **QCAA Approved**	Extension Assignment <1week	Extension Assignment- >1 week	Extra time (imputed 5min per half hour of exam time)		Comparable Assessment
	Rest breaks **QCAA Approved**	Rest breaks (Five minutes per half hour of assessment time, taken at any time during the assessment.)				
Scheduling (order and number of sessions) **Principal Reported**	Number of sessions	Breaking assessment into sections same day		Increasing pre-exam preparation		
	Order of sessions	Establishing assessment from C level to A+ level through the Exam/Assignment		Extra sessions for reading and text processing		
Setting (noise wheelchair access, anxiety) **Principal Reported**	Location: Room, Furniture, resources, supervision	Supervision that students require during the implementation of units, including assessment		Identifying room, furniture, resources and equipment		
	Seating: Placement	Planning the placement of seating to maximise visibility, audibility and physical access to resources, learning opportunities and support (adults or peers), as required.				
Presentation **Principal Reported**	Cues and prompts	Highlighting key words or phrases in directions		Using symbols such as arrows or stop signs to remind the student to do something		
	Directions	Read aloud	Read more than once	Presented as pictures/symbols	Highlighted key words	Text to Speech
	Format of the text	Braille Large print	Less text on the page	Digitised text	Audio text	
	Specialised equipment	Laptop		IPAD		Graphic organisers
Response **Principal Reported**	Verbal	Scribe (adult)		Recording device		Interpreter /translator
	Written	Adaptive tools – Pencil grip	Specialised writing tools	Keyboards	Scribe and speech to text	
	Non-verbal	Assistant technology Symbol and word bank		Finger/eye pointing		
	Specialised equipment & resources	computer or word processor	communic ation devices	speech-to- text or text-	Braille machine	talking calculator
Medical **Principal Reported**	Medical considerations	Bite Sized Food	Diabetes mgmt	Drink	Medication	

INELIGIBILITY

Student is <u>not</u> eligible for AARA on the following grounds:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties (e.g. change of teachers)
- matters that the student could have avoided (e.g. misreading an exam timetable or instructions, IT issues including lost or stolen USB/computer, non-curriculum based excursions, traineeships, apprenticeships or work experience)
- matters of the student's or parent's/carer's own choosing (e.g. family holiday)
- matters that the school could have avoided (e.g. incorrect enrolment in a subject)
- sporting representative duties other than national level – all other sporting representative duties please see Guidance Officer