



STEP 1 – Student Details & Assessment Information

Student: Yr Lvl:

Date of Application: Form Issued by:

Subject Regarding Application: Subject Teacher:

Have you had any previous reasonable adjustments/ extensions approved? Yes No

Assessment Information

Type of Assessment:

Original Due Date:

How many lessons have been missed?

Proposed Due Date:

STEP 2 – Reasoning for Access Arrangement or Reasonable Adjustment

Category of Application: Cognitive: Sensory: Physical: Social/Emotional: Illness/Misadventure:

Please provide an overview of reasoning behind this application

STEP 3 – Supporting Documentation

Please list supporting documentation that is attached with this application for Extension/ Reasonable Adjustment

- | | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

STEP 4 – Signatures Required for Application Submission

Signature:

Full Name:

Date:

- | | | | |
|------------------------------------|----------------------|----------------------|----------------------|
| 1 Parent/Guardian | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2 Faculty Head of Department | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3 Head of Department Senior School | <input type="text"/> | <input type="text"/> | <input type="text"/> |

STEP 5 – Principals Delegate Approval

Application Approval: Yes No

Approved Extension Date (if applicable):

Arrangements/ Adjustments that will be put in place as a result if approved

-
-
-
-

Signature:

Full Name:

Date:

- | | | | |
|--------------------------------|----------------------|----------------------|----------------------|
| 4 Principals Delegate Approval | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|--------------------------------|----------------------|----------------------|----------------------|

What is an Access Arrangements & Reasonable Adjustments (AARAs)?

Access arrangements and reasonable adjustments (AARAs) are action/s taken by the Tully SHS so that a student who is eligible can access assessment without barrier/s inhibiting their ability to demonstrate their learning whilst ensuring no student receives an unfair advantage. Tully SHS use the guidelines for AARAs in the QCE and QCIA policy and Procedures Handbook to make appropriate decisions about assessment conditions for subjects. This application is to be used to submit a request for adjustments to assessment to the QCAA. Any application for an AARA needs to be approved by the Principals Delegate. The Principal's Delegate at Tully State High School is the Deputy Principal – Senior Schooling.

The application of AARAs 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.

AARA Eligibility?

To be eligible for an AARA, a student's application must meet one of the four categories of eligibility:

- **Cognitive** – a disorder or malfunction that results in a student learning differentially or a total or partial loss of mental functions (*eg: dyslexia*)
- **Physical** – total or partial loss, malfunction, disfigurement, presence of organisms causing or capable of causing disease or illness (*eg: broken arm, dengue fever*)
- **Sensory** – the total or partial loss of a student's mental functions, or the malfunction of, or disfigurement of part of a student's body that relates to a student's sensory capability (*eg: colour blindness, hearing impairment*)
- **Social/emotion** – a disorder, illness or disease that affects the students thought processes, perception of reality, emotions or judgement or results in disturbed behaviour (*eg: anxiety, depression*)
- **Illness/misadventure** – Students may be eligible for AARA where unforeseen circumstances or situation may prevent a student from demonstrating their learning (*eg: extended period of illness*)

Students are **not** eligible for AARA on the following grounds:

- unfamiliarity of the English language
- teacher absence or teacher-related difficulties
- matters that could have been avoided (*eg. misreading an exam timetable or misreading assessment instructions*)
- matters of the student's or parent's/carer's own choosing (*eg. family holidays*)

In each instance an application for an AARA needs to be completed in a timely manner. Each application is considered on its merit and the supporting documentation provided.

Supporting Documentation

Supporting documentation provides evidence that supports the student's application for an AARA. In most circumstances the application for an AARA needs to be supported by a medical report for cognitive, physical, sensory or social/emotional applications. The medical report may be completed by a relevant practitioner who is a general practitioner (GP), medical specialist, or psychologist, and who is not related to the student or employed by the school. Other evidence of a verified disability provided by the relevant education authority may substitute for a medical report.

A medical report from a relevant practitioner **needs to include:**

- diagnosis of disability and/or medical condition
- date of diagnosis
- date of occurrence or onset of the disability and/or medical condition
- symptoms, treatment or course of action related to the disability and/or medical condition
- information about how the diagnosed disability, impairment and/or medical condition affects the student participating in assessment, particularly timed assessment when considering external assessment
- professional recommendations regarding AARA

If these details are not included in the medical report, this may hinder the approval of the AARA application.

Supporting documentation for non-medical applications and illness and misadventure categories can include, but is not limited to:

- police reports
- official notices

For advice on relevant supporting documentation, please contact the Principal's Delegate.

Further Information & Reading

Any approval regarding an AARA for a student is done as a consultative process by the Principal's Delegate, parent/carer and the faculty Head of Department. In the first instance the Principals Delegate is the first point of contact to discuss AARA eligibility and documentation that is required. Likewise the Principals Delegate can also provide further clarification on the approval process if required.

The Queensland Curriculum & Assessment Authority (QCAA) who makes the final decision on AARAs has further information on their website and can be viewed at <https://www.qcaa.qld.edu.au/senior/assessment/aara>.