

# Imputed disability

## Access arrangements and reasonable adjustments (AARA)

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This information is for students, parents/carers and school staff. It outlines supporting documentation requirements for AARA applications in the case of imputed disability, for students completing senior school studies.

## Legislation

The *Disability Standards for Education 2005 (DSE)* were formulated under the *Disability Discrimination Act 1992 (DDA)* to clarify and elaborate on legal obligations for education providers and the rights of students with disability.

The DSE seek to ensure that students with disability are able to access and participate in education on the same basis as their peers, with reasonable adjustments provided to enable this, as needed.

The definition of disability used in the *DDA* is broad. It includes:

- physical, intellectual, psychiatric, sensory, neurological and learning disabilities
- physical disfigurement
- the presence in the body of disease-causing organisms
- disability that is imputed to a person.

## Imputed disability

In usual circumstances, students with disability have a formal diagnosis supported by a medical or allied health professional's diagnostic report. In cases where a student's disability has not been formally diagnosed, school teams must have reasonable grounds supported by documented evidence to impute disability.

In AARA applications submitted for students where a school team has imputed disability, evidence must demonstrate the student's need for assessment adjustments arising from characteristics (functional impacts) of disability.

## AARA supporting documentation

The QCAA requires supporting documentation for AARA applications.

For students with imputed disability, schools must submit a *Confidential school statement on imputed disability* or alternative documentation containing the required information. This should be completed by relevant school staff, which may include the school guidance officer, head of special education services or other specialist teacher, or school-based health practitioner.

It provides:

- a description of the nature of the imputed disability or impairment from the school's perspective, including observed functional impacts that have persisted for at least six months and can be substantiated by documented evidence
- confirmation of a judgment that the observed functional impacts on the student's performance are not a result of factors other than disability (e.g. English as an additional language or dialect, or a temporary response to circumstances or environmental factors such as a familial issue or a gap in learning)

- information about inclusion in the Nationally Consistent Collection of Data (NCCD) on school students with disability
- details of any prior assessment by a relevant medical practitioner
- a summary of documented evidence that has been collected to impute disability and of treatment or intervention that the student has received to assist with the imputed disability
- a description of the persistent functional impact/s of the condition in timed assessment specifically, and details of arrangements/adjustments the student has used previously to address those impacts and enable participation on the same basis as other students.

## More information

- National requirements
  - *Disability Discrimination Act 1992 (DDA)*: [www.legislation.gov.au/Details/C2016C00763](http://www.legislation.gov.au/Details/C2016C00763)
  - *Disability Standards for Education 2005 (DSE)*: [www.education.gov.au/disability-standards-education-2005](http://www.education.gov.au/disability-standards-education-2005)
  - Nationally Consistent Collection of Data (NCCD): [www.nccd.edu.au](http://www.nccd.edu.au)
- QCAA policies and processes
  - *QCE and QCIA policy and procedures handbook*, Section 6  
[www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara](http://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara)
  - AARA factsheets, all available at [www.qcaa.qld.edu.au/senior/assessment/aara](http://www.qcaa.qld.edu.au/senior/assessment/aara)
  - phone 1300 381 575 or email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).



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