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| School process checklist  Access arrangements and reasonable adjustments (AARA) |

This information is for school staff. It applies to students completing senior school studies in 2020 and beyond.

In keeping with best practice for students with disability, schools:

* ensure school staff understand their obligations under the Disability Standards for Education
* ensure that students with disabilities can access and participate in education on the same basis as their peers, with reasonable adjustments provided to enable this, as needed
* consult with students and parents/carers regarding adjustments
* document, monitor and review adjustments in place for all students with disability.

Processes should be in place for timely identification of, and consultation with, students with disability who may be eligible for AARA in summative assessment.

School staff can use this checklist to ensure students with disability and other eligible students undertaking senior school studies have access to AARA. Used in conjunction with other AARA resources, it will help provide a consistent process for the submission of AARA reports and applications to the QCAA.

| Checklist for schools | Completed |
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| Establish an AARA team, nominating a key contact and other staff member/s to facilitate AARA as needed. |  |
| Ensure the school’s AARA team:   * is familiar with Section 6 of the QCE and QCIA policy and procedures handbook * knows how to use the AARA application in the [QCAA Portal](https://www.qcaa.qld.edu.au/logins/qcaa-portal/landing-page) * can contact the AARA Unit at QCAA and access AARA resources * establishes processes for monitoring and reviewing assessment adjustments for individual students and retaining AARA documentation. |  |
| Inform all senior students and their parents/carers:   * that students undertaking senior studies may be eligible for AARA if adversely affected by a long-term or chronic condition, a short-term condition, temporary injury, mental health condition, illness or misadventure * of school processes, roles and responsibilities for AARA * of relevant documentation requirements for AARA applications in Units 3 and 4. |  |
| Ensure that staff working in senior secondary understand:   * student eligibility for AARA * school processes, roles and responsibilities for AARA. |  |
| For Units 1 and 2 |  |
| Identify students eligible for AARA. |  |
| Gather and document information about each student. |  |
| Identify AARA required for upcoming formative internal assessment:   * to approve AARA, a principal or principal’s delegate must be reasonably satisfied that the need for the AARA exists and be able to provide evidence to justify the decision * in making AARA decisions, the principles of AARA should be taken into account so that adjustments are consistent with AARA for Units 3 and 4 |  |
| Confirm arrangements with students, parents/carers and staff. |  |
| Monitor and review AARA for individual students and retain AARA documentation. |  |
| For Units 3 and 4 |  |
| Identify students eligible for AARA. |  |
| Ensure students and parents are aware of relevant requirements and timelines (including time specifications for medical documentation) for long-term and chronic conditions, short-term conditions, temporary injuries, mental health conditions and illness and misadventure. |  |
| Gather information and supporting documentation required for AARA applications, for each student (a medical report and school statement are required in most instances). |  |
| Identify AARA required for upcoming summative internal and external assessments. (AARA may vary by subject depending on the assessment requirements of the subject.) |  |
| Report principal-reported AARA and submit applications for QCAA-approved AARA to the QCAA, following requirements and timelines outlined in section 6 of the *QCE and QCIA policy and procedures handbook*. |  |
| Confirm approved AARA with students and parents/carers, and retain supporting documentation. |  |
| For Unit 3 and 4 examinations |  |
| Ensure school staff consult students before the assessment day, and that students understand that they may choose to use all, some or none of the approved AARA. |  |
| Establish processes to ensure examination supervisors are aware of students with AARA (for each examination) and guidelines/instructions for enacting AARA (see resources on the QCAA website). |  |
| Administer assessment and enact AARA. |  |
| Retain supporting documentation for AARA. |  |

## More information

* National requirements
  + *Disability Discrimination Act* 1992 (DDA): [www.legislation.gov.au/Details/C2016C00763](https://www.legislation.gov.au/Details/C2016C00763)
  + Disability Standards for Education 2005 (DSE): <https://docs.education.gov.au/node/16354>
  + Nationally Consistent Collection of Data (NCCD): [www.nccd.edu.au](https://www.nccd.edu.au/)
* QCAA policies and processes
  + AARA factsheets, all available at [www.qcaa.qld.edu.au/senior/assessment/aara](http://www.qcaa.qld.edu.au/senior/assessment/aara)
  + *QCE and QCIA policy and procedures handbook*, Section 6 [www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara](https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook/6-aara)
  + phone 1300 381 575 or email [aara@qcaa.qld.edu.au](mailto:aara@qcaa.qld.edu.au).

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