

Application for Access Arrangements and Reasonable Adjustments (AARA)

Office use only	
Date received	

Please complete both pages of this form. **Please note: The adjustments requested must align with the recommendations of your medical practitioner.**

Personal details		
Family name	Given name/s	Date of Birth

Application category and condition			
Category	Conditions	Category	Conditions
Cognitive		Physical	
Sensory		Social/Emotional	
Other: Including non-medical circumstances			

Assessments

List the assessments that you would like AARA to be applied to:

- External exams All exams All written tasks All spoken tasks Individual tasks as specified

Subject	Assessment(s)

Family name	Given name/s	Date of Birth
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AARAs requested (The AARAs requested must be supported by the recommendations of your medical practitioner.)

Please provide details (see next page for examples)

Documentation attached

Medical report (Mandatory for all medical applications unless the student has a current EAP verification) Student statement (optional)

Other:

Declaration

By submitting this form electronically using a unique email username and password, you declare that the information contained in the form is correct, that you are authorised to provide it to the school, and that you authorise the school to apply for QCAA-approved AARA on your behalf where necessary.

This form, along with the relevant documentation, should be returned to aara@brisbanesde.eq.edu.au.

AARA	Description of possible adjustments to assessment and/or conditions
Alternative format papers	Examples include: <ul style="list-style-type: none"> • Braille • A4 to A3 enlargement • electronic format • large print papers, for example, N18, N24, N36 • black-and-white materials.
Assistance	Examples include: <ul style="list-style-type: none"> • a teacher aide assisting with manipulation of equipment and other practical tasks • a supervisor using the student's name in reading assessment instructions, providing support and reassurance, and prompting the student to start or continue writing.
Assistive technology	Examples include: <ul style="list-style-type: none"> • amplification system • speech-to-text application • magnification application. <p>The types of assistive technology that the student may use to complete assessment will depend on variable factors, including the nature and severity of the student's disability and/or impairment and the functional impact related to the type and purpose of the assessment instrument.</p>
Bite-sized food	The student may take a sufficient quantity of bite-sized food in a clear container into the assessment room. Food must be unobtrusive in nature, that is, not crunchy, strong-smelling or wrapped in noisy packaging.
Computer	Desktop computer or laptop computer with an approved software application.
Drink	A drink, other than water, that is required for a medical reason into the assessment room in a clear, unlabelled bottle.
Diabetes management	Examples include: <ul style="list-style-type: none"> • bite-sized food • drink • medication • blood-glucose monitoring equipment • rest breaks to eat, measure blood-glucose level or access toilet facilities • varied seating and rest time for the practical aspects of managing the condition.
Extra time	Additional working time at the rate of five minutes per half hour of examination assessment time.
Individual instructions	A clean, unannotated written copy of any verbal instructions.
Medication	Only prescribed medication may be taken into the assessment room in a clear container.
Physical equipment and environment	Examples include: <ul style="list-style-type: none"> • specialised desk or chair • cushion or pillow • crutches • heat or cold pack • towel • lighting • ventilation • temperature • other physical aid.
Rest breaks	Time to rest at the rate of five minutes per half hour of assessment time, taken at any time during the assessment.
Varied seating	Varied seating, if needed, is determined by the school external assessment coordinator or supervisor. Options include: <ul style="list-style-type: none"> • single student supervision (separate from the main assessment room at the same assessment venue, for example, if using a reader) • small group supervision (separate from the main assessment room at the same assessment venue, for example, the group of students needs rest breaks) • seated at the back, front or side of the main assessment room, for example, a student with a back injury is seated at the back so that they can stand periodically.
Vision aids	Examples include: <ul style="list-style-type: none"> • coloured transparency overlay • different lighting • other vision aids.
Other	This table is not exhaustive. Each individual student's circumstances will be considered on a 'case by case' basis, while balancing the interests of the individual and other parties.