	Положение об инклюзивном образовании НАО «КАТИУ имени С. Сейфуллина»	Версия 1 2023 г.
	ПИО ВНД 2.2060-2023	Стр 1 — 17

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 By Order of the Chairman of the Board
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 No. 342-N dated 09/21/2023

INTERNAL REGULATIONS

PROVISIONS


ON INCLUSIVE EDUCATION OF NJSO

"S.SEIFULLIN KATRU "

PIE IR 02.2060-2023

Copies _____

ASTANA 2023

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Preface

1. DEVELOPED AND INTRODUCED by the working group

name of structural subdivision that developed PIE

2. REISSUED by the Quality Committee in accordance with the Order of the Chairman of the Management Board-Rector No. 342 dated 21.09.2023

3. APPROVED AND ENACTED BY ORDER OF THE CHAIRMAN
of the Management Board No. 245-N dated 14.05.2021

(approving officer, name, date and number of the approving organizational and administrative document)

4. DEVELOPERS:


- Director on Academic matters - K.A. Sarbasova
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- Director of International Relations Department -
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5. FIRST INSPECTION DEADLINE
INSPECTION FREQUENCY


2026
5 years

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1. Scope

This Regulation on inclusive education of NJSC "S.Seifullin KATRU" (hereinafter referred to as the Regulation) is mandatory for familiarization and strict observance by all employees of NJSC " S. Seifullin KATRU"

The provision is included in the documentation of internal regulatory documents. NJSC " Saken Seifullin Kazakh Agrotechnical Research University" (hereinafter - NJSC " S. Seifullin KATRU").

2 Normative references

References to the following regulatory documents are used in this provision:

Constitution of the Republic of Kazakhstan from August 30, 1995.

Law “On Education” No. 319- III from 27 July 2007.

Law of the Republic of Kazakhstan "On Science" dated from February 18, 2011 No. 407-IV

Law “On the rights of the child in the Republic of Kazakhstan” No. 345 from 8 August 2002

Law "On the social protection of persons with disabilities in the Republic of Kazakhstan" No. 39 from 13 April 2005

Law “On social, medical and educational support for children with disabilities” No. 343 from 11 July 2002

Law “On special social services” No. 114-IV from 29 December 2008

Labor Code of the Republic of Kazakhstan “dated November 23, 2015 No. 414-V.

Civil Code of the Republic of Kazakhstan from December 27, 1994 No. 268- XIII.

Charter of NJSC " S. Seifullin Kazakh Agrotechnical Research University";

SO IR 02.2007-2020 Organization standard Knowledge control and conduct of final certification of students;


SO IR 01.1011-2020 Internal regulatory documents. Organization standard. Rules for construction, presentation and execution of documentation.

DP IR 01.1006-2020 Internal regulatory documents.

Documented procedure. Documentation management.

DP IR 01.1007-2020 Internal regulatory documents.

Documented procedure. Management of quality records.

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3 Definitions

In this regulation, the following terms and definitions are used in accordance with MS ISO 9000:

In this regulation, the following terms and definitions are applied in accordance with ISO 9000:

Barrier-free architectural environment of an educational organization – an architectural environment that provides disabled people and people with limited health capabilities, regardless of the origin, nature and severity of their psychophysical differences, with access to the territory adjacent to the educational organization, entrance routes, and routes of movement inside the building.

Inclusive education is a process that ensures equal access to education for all students, taking into account special educational needs and individual capabilities.

Individuals with special educational needs are people who experience permanent or temporary difficulties in obtaining an education due to health reasons and who require special, general educational programs and additional educational programs.

Special conditions for acquiring education are conditions that include special educational programs and teaching methods, technical and other means, living environment, as well as medical, social and other services, without which it is impossible for individuals (children) with special educational needs to master general educational and training programs.

An experimental platform is an educational organization that implements educational programs in an experimental mode to test new pedagogical technologies and new educational content.


4 Designations and abbreviations

The following abbreviations are used in this regulation:

- Regulation – regulation on inclusive education of NJSC “KATRU named after S.Seifullin”;

NJSC "KATRU named after S.Seifullin" - NJSC "Kazakh Agrotechnical Research University named after Saken Seifullin;

- QMR – quality management representative;
- QS – quality service;
- OS – organization standard;
- IS – international standard;
- SEN– special educational needs
- LHC – limited health capabilities
- BFAE – barrier-free architectural environment

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4 Responsibility and authority


3.1 Responsibility and authority for the development of the regulation on inclusive education of the NJSC "KATRU named after S. Seifullin", its coordination, approval, registration and entry into force are distributed as follows:

- the Department of Academic Affairs (hereinafter referred to as DAA) is responsible for the content and structure, and the Quality Committee (hereinafter referred to as QC) is responsible for the design and approval;
- the draft regulation must be agreed upon with the Member of the Management Board, the Vice-Rector for Operations, the Financial Director, the Director of the Academic Affairs Department, the Director of the Legal Service, who note this in the “Approval Sheet” (Appendix A);
- the decision on the final version of the draft regulation is made by the Member of the Management Board, Vice-Rector for Operations;
- The QC prepares an order for its implementation, which is approved by the Chairman of the Board - Rector.

4 General Provisions

The Regulation on inclusive education of the NJSC "KATRU named after S. Seifullin" (hereinafter referred to as the Regulation) defines:

- issues of organizing training for disabled people and people with disabilities (hereinafter referred to as PWD) at NJSC “KATRU named after S. Seifullin”;
- assigning functions to structural divisions of the NJSC "KATRU named after S. Seifullin" to create conditions for training disabled people and people with disabilities (PWD);
- measures to create conditions for the education of disabled people and people with disabilities, including the organization of pre-university training and career guidance work, comprehensive support for the educational process and health preservation, development and maintenance of the information technology base for inclusive education of disabled people and people with disabilities;
- development and maintenance of educational programs implemented using e-learning, distance learning technologies for people with disabilities and individuals with disabilities;
- socio-cultural rehabilitation, creation of a barrier-free architectural environment;
- provision of the educational process with personnel, including categories of teaching staff, of appropriate qualifications;
- development of adaptive educational programs and teaching and methodological support for individuals with disabilities.

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4 Organization of training in NJSC "KATRU named after S. Seifullin" for disabled people and individuals with LHC

3.1 The main types of activities for organizing the educational process for disabled people with LHC include:

3.1.1 Pre-university training and career guidance work with disabled applicants and applicants with LHC;

3.1.1 Support of the educational process and health preservation of disabled people and individuals with LHC;

3.1.1 Development and maintenance of the information technology base for inclusive education of disabled people and individuals with LHC;

3.1.1 Development and maintenance of educational programs implemented using e learning, distance learning technologies for disabled people and people with LHC;

3.1.1 Sociocultural rehabilitation, assistance in employment of graduates with disabilities, graduates with LHC;

3.1.1 Creation of a barrier-free architectural environment;

3.1.1 Providing the educational process with personnel, including categories of teaching staff, of appropriate qualifications;


3.1.1 Development of adaptive educational programs and teaching and methodological support for individuals with disabilities and people with special educational needs.

4 Organization of pre-university training and career guidance work with disabled applicants and applicants with LHC

3.1 The organization of pre-university training and career guidance work with disabled applicants and applicants with disabilities at NJSC "KATRU named after Seifullin" is assigned to the Department of Academic Affairs.

3.1 The main forms of career guidance work with this category of applicants are as follows: career guidance for disabled applicants, applicants with disabilities, support for entrance examinations for applicants with LHC and the disabled individuals.

3.1 Career guidance for applicants with disabilities, applicants with LHC is aimed at developing in them a conscious and adequate professional self-determination and is aimed at selecting one or several educational programs accessible to disabled individuals, individuals with LHC in accordance with their state of health, recommendations specified in the individual rehabilitation program, their own interests, inclinations and abilities.

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4 Comprehensive support of the educational process and health preservation of disabled people and individuals with LHC


3.1 Issues of comprehensive support of the educational process and health preservation of students with disabilities and disabled people in NJSC "KATRU named after S. Seifullin" are assigned to the Department of Social Affairs and the Department of Academic Affairs, the Department of International Relations, the latter within the framework of the implementation of the international project ERASMUS + DECIDE - 598661-EPP- 1-2018-1-RO-EPPKA2-CBHE-JP (2018-3492 / 001-001) "Developing Services for Individuals with Disabilities".

3.1 Comprehensive support of the educational process and health preservation of individuals with LHC and disabled people is carried out in accordance with the recommendations of medical and social expertise institutions or the psychological, medical and pedagogical commission. Support is bound to the structure of the educational process and is determined by its goals, structure, content and methods. The comprehensive support of the educational process for disabled students and people with disabilities includes organizational and pedagogical, psychological and pedagogical, medical and health and social support for students, the establishment of a special procedure for mastering the discipline "Physical Education" by students with disabilities and individuals with disabilities, and the creation of a tolerant socio-cultural environment at NJSC "KATRU named after S. Seifullin".

3.1 Organizational and pedagogical support for disabled people and individuals with disabilities is aimed at monitoring the development of the educational program in accordance with the schedule of the educational process and the basic, working or individual educational plans and includes, if necessary, monitoring attendance at classes; assistance in organizing independent work; organizing individual consultations; monitoring the results of current monitoring of academic performance, midterm assessment; correction of interaction between teachers and students with disabilities, disabled people; consulting on the psychophysical characteristics of students with disabilities and people with LHC, conducting briefings and seminars for teachers and staff.

3.1 Psychological and pedagogical support for individuals with disabilities is provided to students who have problems in learning educational material, communicating, and social adaptation and is aimed at studying, developing and correcting the student's personality, its professional development with the help of psych diagnostic procedures, 9.5 Medical and wellness support for persons with disabilities (PWDs) and those with special educational needs (SEN) includes activities aimed at preserving their health, developing adaptive potential, and facilitating their adjustment to the learning process.

9.6 Social Support for students with disabilities and students with SEN encompasses

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comprehensive measures to support the educational process, including:

9.6.1 Activities that accompany the educational process and are aimed at social support, including resolving everyday issues, dormitory accommodation, social benefits, financial assistance, scholarships, access to medical services, and health resort preventive care in accordance with current legislation.

9.6.2 Establishing a special procedure for students with disabilities and students with SEN to study the discipline "Physical Education."

9.6.3 Creating a tolerant socio-cultural environment at S. Seifullin Kazakh Agrotechnical Research University (KATRU), necessary for fostering civic, legal, and professional engagement, ensuring readiness of all members of the academic community for communication and cooperation, and developing the ability to accept social, personal, and cultural differences with tolerance.

10. Development and Maintenance of the Information and Technological Base for Inclusive Education of Persons with Disabilities and Students with SEN


10.1 The development of the information and technological base includes the use of material and technical resources for students of various disability categories.

10.2 For students with hearing impairments, the use of assistive hearing devices is provided, such as the Amigo wireless classroom, JAWS for Windows accessibility software with speech synthesis support in Kazakh and Russian, and an audio player for listening to recorded materials.

10.3 For students with visual impairments, technical means are provided to enhance residual vision and convert visual information into audio and tactile signals. These include electronic magnifiers, the Amigo wireless classroom, JAWS for Windows accessibility software with speech synthesis in Kazakh and Russian, an audio player for listening to recorded materials, and other accessible information transmission tools.

10.4 For students with musculoskeletal disorders, special computer equipment with appropriate software is used, including accessibility features of operating systems such as an on-screen keyboard and alternative input devices.

11. Development and Maintenance of Educational Programs Using E-Learning and Distance Learning Technologies for PWDs and Students with SEN

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11.1 The development and maintenance of educational programs utilizing e-learning and distance learning technologies for PWDs and SEN students are the responsibility of the Department of Academic Affairs.

11.2 The main advantage of using e-learning and distance learning technologies for PWDs and students with SEN is the ability to individualize the learning trajectory. This includes personalizing the content, methods, and pace of learning, monitoring students' progress in solving specific tasks, and making necessary adjustments to their activities and those of instructors. Distance learning technologies effectively facilitate communication between students with disabilities, their instructors, and their peers during the learning process.

11.3 The development of an educational portal supporting e-learning and distance learning technologies (hereafter referred to as "the portal") is carried out with the goal of meeting the needs of the broadest range of students, including those with disabilities and prospective students with SEN. The content on the portal complies with web accessibility standards.

11.4 The selection and development of educational materials take into account the possibility of providing content in various formats—visual, auditory. Non-text content is maximally converted into alternative formats suitable for different categories of users while preserving data and structure. Features such as text scaling and on-screen keyboards are included.


11.5 The educational process actively incorporates various forms of online and offline instruction, including virtual lectures, discussions of course topics in chats, webinars, seminars, collaborative project work, and other interactive learning methods that engage all participants in active learning.

12. Socio-Cultural Rehabilitation and Employment Support for Graduates with Special Educational Needs (SEN)

12.1 Employment support for persons with disabilities and SEN students is carried out in collaboration with state employment centers, non-profit organizations, disability associations, enterprises, and other organizations.

12.2 The main forms of employment support include presentations and meetings with employers for senior students, individual and group career counseling, master classes, and training workshops.

12.3 Adaptation courses integrated into educational programs for students with disabilities include preparation for employment and further social integration. These courses help graduates effectively apply their acquired knowledge, skills, and competencies in practice.

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13. Creation of a Barrier-Free Architectural Environment

13.1 The responsibility for establishing a barrier-free architectural environment (BAE) at S. Seifullin Kazakh Agrotechnical University (KATRU) lies with the Infrastructure Management and Maintenance Department.

13.2 The planning of BAE considers the needs of various categories of persons with disabilities, including those with hearing, visual, and mobility impairments.

13.3 NJSC “KATRU” implements measures to ensure the unimpeded, safe, and convenient movement of students with limited mobility. This includes ensuring accessible pathways, installing information and navigation aids, providing ramps or lifts alongside staircases, equipping staircases and ramps with handrails, using high-contrast markings on doors and stairs, and designating parking spaces for persons with disabilities.

13.4 During planned major renovations, at least one entrance accessible to individuals with mobility impairments is required. In academic buildings where educational programs for students with SEN are implemented, classrooms and other spaces intended for students with mobility impairments are located on the same level as an accessible entrance.

13.5 Classrooms designated for the implementation of educational programs for students with SEN must be equipped to accommodate 1-2 workstations per type of health condition. This includes increasing the area per workstation to allow for wheelchair access and maneuverability, widening aisles between tables, and replacing two-person desks with single-person desks. In general, in an academic classroom, the first desks in the row near the window and in the middle row are allocated for students with visual and hearing impairments, while the row near the door is designated for students using wheelchairs.

13.6 During scheduled renovations of buildings, at least one sanitary-hygienic facility must be equipped with a toilet stall accessible to students with limited mobility. This includes the installation of foldable support bars, handrails, and rotating or foldable seats.

13.7 The comprehensive information system of NJCS "Kazakh Agrotechnical Research University named after S. Seifullin" includes visual, auditory, and tactile information to assist students with SEN in orientation and navigation.

13.8 The signaling and notification system for students with various disabilities ensures the provision of visual, auditory, and tactile information. Movement paths to classrooms, service areas, and designated zones within the building are designed in compliance with regulatory requirements for evacuation routes.



13.9 Dormitories must include designated living areas for PWD and students with SEN, ensuring convenient access to entrance areas and other necessary facilities. Additionally, sanitary and hygienic facilities must be available for students with various health conditions.

14. Staffing of the Educational Process, Including Faculty Members of Appropriate Qualification

14.1 The responsibility for staffing the educational process, including faculty members with the required qualifications, is assigned to faculties and departments.

14.2 To provide comprehensive support for the educational process of SWD and students with SEN, NJCS "Kazakh Agrotechnical Research University named after S. Seifullin" has established positions for a psychologist and a social pedagogue. If necessary, additional specialists such as sign language teachers, sign language interpreters, special education teachers, and experts in assistive technologies and software may be engaged.


14.3 To enhance knowledge of the psychophysiological characteristics of students with SEN, methods of information transfer, and the use of specialized educational tools and software, professional development courses for faculty members are organized. These courses are conducted under additional professional education programs and international collaboration initiatives, such as the Erasmus+ DECIDE project (598661-EPP-1-2018-1-RO-EPPKA2-CBHE-JP) "Developing Services for Individuals with Disabilities."

15. Development of adaptation educational programs and educational - methodological support for disabled people and persons with disabilities

15.1 The development of adaptation educational programs and educational- methodological support for persons with disabilities and persons with disabilities are assigned to the department of academic matters, as well as to the relevant departments.

15.2 The issues of this part of the Regulation include the introduction of specialized adaptation disciplines (modules), the choice of training methods, the provision of persons with disabilities with specialized educational resources, special procedures for practicing, mastering the discipline "Physical culture," conducting current knowledge control, intermediate and final state certification, development, if necessary, individual curricula and individual schedules.

15.3. The introduction of specialized adaptation disciplines (modules) into educational programs is intended for individualized correction of violations of educational and communication skills, professional and social adaptation in the process of mastering the educational program of higher education. Specialized adaptation disciplines (modules) are included in the variable part of the blocks of the educational program in order to master the special information and compensatory technique for receiving and transmitting educational information, correcting communication skills in accordance with the individual needs of students with disabilities and persons with disabilities developed as part of the

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implementation of the international project ERASMUS + DECIDE-598661-EPP-1-2018-1-RO-EPPKA2-CBHE-JP (2018-3492/001-001)

Developing Services for Individuals with Disabilities, module courses organized by the Department of International Relations.

15.4 The choice of training methods for disabled people and persons with disabilities is determined by the content of training, the level of professional training of the teaching staff, methodological, material and technical support, the peculiarities of perception of educational information by students with disabilities, etc. It is recommended to use socially active and reflexive methods of education, technologies of socio-cultural rehabilitation with the purpose of assistance in establishing full-fledged interpersonal relationships with other students, creating a comfortable psychological climate in study groups.

15.5 Provision of disabled people, persons with disabilities with specialized educational resources is made taking into account the possibility of providing educational material in various forms - visually, audibly.

15.6 The choice of internships for students with disabilities is carried out taking into account the requirements of their accessibility for this category of students. The recommendations of the medical and social expertise reflected in the individual rehabilitation program regarding the recommended working conditions are taken into account. If necessary, when passing practices, special workplaces are created in accordance with the nature of violations, taking into account the professional type of activity and the nature of work performed by labor functions.

15.7. Peculiarities of current control of knowledge, intermediate and final state certification of students with disabilities are reflected in SB GNI 02.2007-2020 Standard of the organization "Knowledge control and final certification of students."

15.8. Creation, if necessary, of specialized funds of assessment tools that allow assessing the degree of students' mastering the educational program and achieving the goals of the educational program, the choice of forms of certification and knowledge control, the provision of additional time for preparing answers, the use of special technical tools, and the involvement of an assistant.

15.9. Training according to individual curricula and individual training schedules is provided for persons with disabilities and disabled people, along with other categories of students.


2. Change order

2.1 Amendments to the Regulation shall be made only with the permission of the Member of the Management Board, Vice-Rector for Operations, and shall be documented with his/her signature. Sheets removed from the modified version of the provision are stored with a document on permission to make changes.

2.2 Amendments and approvals to the regulation shall be made in accordance with the requirements of DP IR 01.1006-2023 in point 8.4.1.

2.3 Changes to the provision are made by the Senior QC Manager with a mandatory mark in the "Change Registration Sheet"

3.Storage and distribution

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Appendix B (compulsory)
Change record sheet Ф.01.1011-03

