

NJC «Kazakh National Agrarian Research University»



APPROVED

Chairman of the Board – Rector

A. Kurishbaev

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REGULATION

on work with students

with special educational needs

(Regulation on Inclusive Education)

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Agreed

Representative of the management for quality

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These Regulations (Regulation on Inclusive Education) define the goals and objectives, main functions, organization of psychological and pedagogical support, educational and methodological support, and staffing of the university for training students with special educational needs.

The Regulations were approved by the Academic Council of the University, Minutes No. 9 dated March 1, 2024.

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1. GENERAL PROVISIONS

1.1 These Regulations "On work with students with special educational needs" (hereinafter referred to as the Regulations) (Regulation on Inclusive Education) establish the procedure for organizing the conditions of training and the direction of work with students with disabilities (hereinafter referred to as students with disabilities) at the Non-Commercial Joint-Stock Company "Kazakh National Agrarian Research University" (hereinafter referred to as the University).

1.2 These Regulations have been developed in accordance with the Laws of the Republic of Kazakhstan "On Education", "On Science", "On State Youth Policy in the Republic of Kazakhstan", "On Social and Medical-Pedagogical Correctional Support for Children with Disabilities", "On Social Protection of Disabled Persons in the Republic of Kazakhstan", the Concept for the Development of Higher Education and Science in the Republic of Kazakhstan for 2023-2029, the Concept of State Youth Policy of the Republic of Kazakhstan for 2023-2029, the State Compulsory Education Standard of the Republic of Kazakhstan, the Model Rules for the Activities of Educational Organizations Implementing Educational Programs of Higher and (or) Postgraduate Education, the "Rules for the Provision of Audiological Assistance to the Population of the Republic of Kazakhstan", as well as the Charter of the University. 1.3 The following basic concepts are used in these Regulations:

- working with students with special educational needs is a continuous process of developing general education aimed at ensuring quality education for all, taking into account diversity, different needs and abilities, characteristics and expectations in the education of students and communities, eliminating all forms of discrimination;
- a student with disabilities is an individual who has deficiencies in physical and (or) psychological development, confirmed by a psychological, medical and pedagogical commission, which prevent him from receiving an education without the creation of special conditions;
- inclusive education is a process that ensures equal access to education for all students, taking into account special educational needs and individual capabilities;
- students with special educational needs are individuals who experience permanent or temporary needs for special conditions to receive an education of the appropriate level and additional education;
- assessment of special educational needs is the determination of the necessary special conditions for receiving an education;
- adapted educational program - an educational program adapted for the training of individuals with special educational needs, taking into account the characteristics of their psychophysical development, individual capabilities and, if necessary, ensuring the correction of developmental disorders and social adaptation of these individuals;
- psychological and pedagogical support - a systemically organized activity implemented in educational organizations, during which socio-psychological and pedagogical conditions are created for the successful training and development of

individuals with special educational needs based on the assessment of special educational needs.

In the modern international community, a new cultural norm has been formed: respect for differences between people and the recognition of a person's right to individuality, recognition and consideration by society of certain characteristics, including in education. Therefore, inclusive education begins with the recognition of the diversity of characteristics, capabilities and various needs of students in the educational process.

1.4 The University creates special conditions for obtaining higher education by persons with disabilities. Special conditions for obtaining higher education under educational programs by persons with disabilities (Inclusive Education) are understood as the conditions of training of such students, including the use of special educational programs and methods of teaching and upbringing, special textbooks, teaching aids and didactic materials, special technical means of teaching for collective and individual use, provision of assistant (assistant) services providing students with the necessary technical assistance, conducting group and individual remedial classes, ensuring access to the University and other conditions, without which it is impossible or difficult for persons with disabilities to master educational programs.

2. MAIN GOALS AND OBJECTIVES

2.1 The main goal of the activity is to ensure equal access to education for all students, taking into account the diversity of special educational needs and individual capabilities.

2.2 Objectives

- creation of an effective system of psychological, pedagogical and medical-social support for students with disabilities in order to maximally correct the deficiencies in their psychophysical development;
- mastery of educational programs by students with disabilities in accordance with state educational standards.

3. MAIN FUNCTIONS OF THE UNIVERSITY FOR INCLUSIVE EDUCATION

3.1 Comprehensive support of the educational process of students with disabilities is carried out in accordance with the recommendations of the medical and social examination service or the psychological and pedagogical commission.

3.2 Organizational and pedagogical support is aimed at monitoring the studies of students with disabilities in accordance with the schedule of the educational process in the context of inclusive education and includes: monitoring attendance at classes, organizing independent work in the event of deterioration in health, optimizing the passage of midterm and final certification, etc.

3.3 Psychological and pedagogical support is aimed at studying, developing and correcting the personality of a student with disabilities, his professional development with the help of psychodiagnostic procedures, psychological prevention and correction of personality distortions.

3.4 Medical and health support includes diagnostics of the physical condition of students with disabilities, maintaining health, developing adaptive potential, and adaptability to learning.

3.5 Social support is a set of activities accompanying the educational process and aimed at social support of students with disabilities during their inclusive education, including assistance in solving everyday problems.

3.6 Creation of a professional and socio-cultural environment in which all participants in the educational process, including students with disabilities, develop harmoniously.

3.7 Formation of a treatment and preventive unit in its structure to provide medical care to a student with disabilities in case of sudden deterioration.

4. ORGANIZATION OF PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR INCLUSIVE EDUCATION

4.1 Students with disabilities are admitted to the University for educational programs (at any level of education) in which training is not contraindicated according to a medical indicator.

4.2 Students with disabilities are admitted to the University by the Admissions Committee in accordance with the Procedure for Admission to Study in Higher Education Programs approved by the Ministry of Science and Higher Education of the Republic of Kazakhstan.

4.3 The Student Service Center keeps records of students with disabilities at the stages of their admission based on information received from the Admissions Committee.

4.4 Special records of students with disabilities are kept in the Platonus IS.

4.5 Psychological, pedagogical and social support for students with disabilities who have entered inclusive education is provided by the Youth Affairs Committee and the Psychological Support Center, which operate under the Department of Educational Work.

4.6 For comprehensive assistance, specialists from the professional development and career office are also involved, who carry out career guidance work and assist in employment; the educational program design office to provide advisory assistance in supporting the educational process and implementing inclusive education programs; the Information Technology Center to provide technical support in working on online education platforms; the Department of Asset Management for the Development of a Barrier-Free Environment.

4.7 To ensure the implementation of inclusive education and support for students with special educational needs, each faculty/higher school appoints a person responsible/coordinator for inclusive education activities (hereinafter referred to as the Coordinator).

5. ORGANIZING WORK WITH STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

5.1 For students with disabilities who have musculoskeletal disorders, the University creates material and technical support conditions, the possibility of unimpeded access of students to classrooms, toilets and other premises of the organization, as well as their stay in the said premises (availability of ramps, handrails, widened doorways, availability of other devices).

5.2 For students with visual disabilities, if necessary, the following is provided:

- availability of an alternative version of the official University **website on the Internet for the visually impaired**;
- placement in places accessible to students who are blind or visually impaired, and in an adapted form (taking into account their special needs) of reference information on the schedule of classes;
- the presence of an assistant providing the student with the necessary assistance;

- ensuring the release of alternative formats of printed materials (large font or audio files).

5.3 The implementation of special additional educational and rehabilitation programs for applicants and students with disabilities is organized at the University by including two disciplines in this program: subject training (necessary for admission to the University) and adaptation disciplines (oriented towards further inclusive education).

5.4 The territory of the University meets the conditions for unimpeded, safe and convenient movement of students with limited mobility, providing entry to the territory, as well as access to buildings and structures.

5.5 In buildings providing inclusive education, there is an entrance accessible to students with musculoskeletal disorders.

5.6 The University has specially equipped places in classrooms where inclusive education is implemented.

5.7 The material and technical support of the educational inclusive process is designed for disabled students with hearing, vision and musculoskeletal impairments,

5.8 The University provides students with disabilities with the opportunity to master specialized elective disciplines included in the variable part of the main educational program.

5.9 The choice of teaching methods carried out by the University is determined by their accessibility for students with disabilities.

5.10 The choice of places for internship for students with disabilities is carried out taking into account the requirements of their accessibility for this category of students.

5.11 Current and final certification is carried out taking into account the specifics of the course of diseases of students with disabilities.

5.12 If necessary, individual curricula and individual training schedules for students with disabilities can be developed.

5.13 The University uses e-learning tools that can ensure high-quality transmission and assimilation of educational information, taking into account the course of the disease of students with disabilities.

5.14 The Office for Designing Educational Programs must develop methodological guidelines for organizing educational activities for students with disabilities using teaching methods that are accessible and oriented toward students with various psychophysical developmental disabilities, methods for individualized forms of monitoring and assessing the educational achievements of students with disabilities, adapted to their capabilities.

6. EDUCATIONAL AND METHODOLOGICAL SUPPORT

6.1 In order to organize the training of students with disabilities, the University must create the following conditions:

- compliance with the requirements of web accessibility of the portal, website for students with disabilities (version for the visually impaired, subtitled, high-quality video and audio materials, etc.);
- use of special applications for listening and reading for people with disabilities, etc.;
- availability of massive online courses for students with disabilities;
- organization of the educational process using e-learning and distance learning technologies is regulated by the Academic Policy of the University;
- students with disabilities are provided with printed and electronic educational resources in forms adapted to their health limitations;
- teachers of the department must ensure compliance with the basic principles of accessibility when creating educational materials (understandability and predictability of content, indication of alternative text for images, simplified speech, summary of the material, etc.);
- the University's scientific library ensures the formation of requests for replenishment of the book fund, taking into account the peculiarities of information perception by students with disabilities (for example, audio textbooks, textbooks in Braille), and digitizes printed materials taking into account the needs of students with disabilities.

7. STAFFING FOR THE ORGANIZATION OF THE EDUCATIONAL PROCESS

7.1 Deans, deputy deans of faculties/higher schools ensure:

- monitoring the education of students with disabilities in accordance with the academic calendar;
- monitoring class attendance;
- providing assistance in organizing independent work in case of illness;
- organizing individual consultations in the event of a long absence of students;
- monitoring certifications, passing tests, exams, eliminating academic debts;
- correcting interactions with teachers in the educational process;
- consulting teachers and staff on the psychophysical characteristics of students with disabilities, correcting difficult situations.

7.2 The training of teaching staff who have special pedagogical approaches and methods of teaching and upbringing students with disabilities is provided by the faculties/higher schools of the University, and also facilitates the recruitment of such staff to the University.

7.3 The University's teaching staff must take into account the specific psychophysical development of students with disabilities and their health status, comply with special conditions required for this category of students to receive an education, and, if necessary, interact with health workers. For this purpose, teachers working with students with disabilities/students with special educational needs must undergo additional training (retraining) in order to gain knowledge about the psychophysiological characteristics of students with special educational needs, the specifics of receiving and transmitting educational information, and the use of special teaching aids taking into account different methodologies for working with students with special educational needs.

7.4 Employees from among the administrative and management personnel (AMP) involved in planning and organizing the educational process must undergo instruction or

training, planned training for working with students with disabilities as tutors and advisors with students with individual disabilities.

7.5 The HR Department monitors and records the teaching staff and AMP who have completed special advanced training courses in working with students with disabilities.

7.6 If necessary, the University may employ a tutor, social educator (social worker), sign language interpreter, specialist technician for servicing auxiliary and compensatory equipment, reader (for the blind) and other necessary specialists to comprehensively support the educational process of students with disabilities.

7.7 The head of the youth affairs committee monitors compliance with the rights of students, identifies the needs of students with disabilities in the area of social support, and determines areas of assistance in adaptation and socialization.

7.8 The Department of Educational Work ensures the creation of a favorable psychological climate, the formation of conditions that stimulate personal and professional growth, psychological security of students with disabilities, and support and strengthening of their mental health.

7.9 The information technology center specialist assists in providing students with disabilities with additional methods of transmitting, mastering and reproducing educational information, and assists teachers in the use of information technology.

7.10 If necessary, the Department for Advanced Studies organizes classes for the University's faculty as part of advanced training, including programs aimed at gaining knowledge about the psychophysiological characteristics of students with disabilities, the specifics of receiving and transmitting educational information, and the use of special technical teaching aids taking into account various technologies.

8. FINAL PROVISIONS

8.1 The University organizes and holds meetings, participates in open events, including conferences and seminars, round tables and other events on the implementation of inclusive education in higher education institutions.

8.2 The University is working to improve teaching methods based on the study of experience.

8.3 Responsibility for the implementation of this type of activity (Regulation on Inclusive Education) is assigned to the Executive Director for Academic Affairs - Vice-Rector of the University.

8.4 Changes and additions to these Regulations are made in the manner established for local regulatory acts of the University.