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APPROVED:

Rector of EETI named after
academician K. I. Satpayev

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QUALITY MANAGEMENT SYSTEM

position

REGULATIONS ON THE ORGANIZATION OF INCLUSIVE EDUCATION IN THE AREAS OF TRAINING

QMS-P-7.1.4-01-2022

Introduction

1 DEVELOPED BY the Quality Management System, Standardization and Norm Control Management Service

2 INTRODUCED by the Quality Management System, Standardization and Norm Control Management Service

3 DEVELOPER:

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1 Scope of application

This Regulation defines the procedure for organizing inclusive education in the areas of training of students with special educational needs in the Institution "Ekibastuz Engineering and Technical Institute named after Academician K. Kropotkin". Satpayev Institute (hereinafter referred to as the Institute).

2 Normative references

This Regulation uses references to the following regulatory documents:

- Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III "On Education";
- "Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan", approved by Order No. 348 of the Ministry of Education and Science of the Republic of Kazakhstan dated June 01, 2015;
- Methodological recommendations on the organization of psychological and pedagogical support for children with disabilities were approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 512 dated December 12, 2011;
- Law of the Republic of Kazakhstan No. 39-III ZRK "On Social protection of Disabled people in the Republic of Kazakhstan";
- Law of the Republic of Kazakhstan No. 345 of August 8, 2002 "On the rights of the Child in the Republic of Kazakhstan";
- Charter of Ekibastuz Engineering and Technical Institute named after Academician K. Satpayev;
- Psikhologo - pedagogicheskoe soprovozhdenie detey s osobym obrazovatel'nymi potrebnoyami v obshcheobrazovatel'noi shkole: Metodicheskie rekomendatsii [Psychological and pedagogical support of children with special educational needs in general education schools: Methodological recommendations].

3 Basic concepts and definitions

inclusive education – ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities.

disabled person - a person who has a health disorder with a persistent disorder of body functions caused by diseases, injuries (wounds, injuries, contusions), their consequences, defects, which leads to restriction of life and the need for social protection.

nosology is the study of diseases that allows solving the main problem of private pathology and clinical medicine: knowledge of structural and functional relationships in pathology, biological and medical bases of diseases. It includes etiology and pathogenesis. Nosology answers the questions of what is a disease and how it differs from health, what are the causes and mechanisms of disease development, recovery or death.

special educational needs – SES) are the needs of students for psychological, pedagogical, social and other assistance, without which it is impossible to obtain a high-quality education.

tutor – a specialist who organizes conditions for the successful integration of a student with a PLO into the educational and social environment of an educational institution

3.1 Designations

UMR – educational and methodical work.

QMS – quality management system.

PLO – special educational needs.

CIO - Center for Inclusive Education.

4 Main provisions

4.1 Departments that ensure the educational process in all areas of training: they also provide support for inclusive education of students with special educational needs (hereinafter referred to as OOP).

4.2 Creating conditions for students with a PLO includes solving the following issues: development and maintenance of the information technology base for inclusive education, distance learning programs for disabled people; socio-cultural rehabilitation; promotion of employment of disabled graduates; creation of a barrier-free architectural environment.

4.3 For each direction, work should be carried out on an ongoing basis on:

- maintaining specialized records of people with disabilities at the stages of their admission, training, and employment (through the interaction of advisors, the Dean's Office, and the Center for Inclusive Education);
- analysis of information about the availability of conditions for training people with OOP and bringing it to the rector's office, including the need to create additional ones to the existing conditions, if it occurs.

4.4 Department heads work in close contact with the Dean's Office and the Center for Inclusive Education of the Institute to support inclusive education.

4.5 The Information and consulting department responsible for the organization and implementation of inclusive education is the Center for Inclusive Education of the Institute.

5 Recommendations on adaptation of educational programs, teaching and methodological support and educational process of the Institute within the framework of inclusive education

5.1 To the recommendations for adaptation of educational programs and educational and methodological support of the educational process:

- inclusion of specialized adaptation disciplines (modules) in the variable part of the educational program;
- the choice of teaching methods carried out by the educational organization, based on their accessibility for people with OOP;
- provision of printed and electronic educational resources to students with PLO in forms adapted to their health limitations;
- selection of internship locations for people with OOP, taking into account the requirements of their accessibility for these students;
- conducting current and final certification, taking into account the specific nosologies of individuals with OOP;
- develop, if necessary, individual training plans and individual training schedules for individuals with OOP.
- preparation for employment and promotion of employment of graduates with PLO and their consolidation in the workplace.

5.4 Recommendations for organizing the educational process using e-learning and distance learning technologies:

- use of technological means of e-learning that allow receiving and transmitting information in accessible forms, depending on the nosology;
- provision of educational and methodological resources for students with OOP;
- providing a combination of on-line and off-line technologies, as well as individual and collective forms of work in the educational process carried out using distance learning technologies.

