

K. ZHUBANOV AKTOBE REGIONAL UNIVERSITY

**POSITION
ABOUT INCLUSIVE EDUCATION**

Publication for official use

Aktobe, 2024

1 GENERAL PROVISIONS

1.1 The Regulations on inclusive education at K.Zhubanov Aktobe Regional University (hereinafter – K.Zhubanov ARU) define the goals, objectives, principles and mechanisms for implementing an inclusive approach in the educational process of the university, aimed at ensuring equal opportunities for all students, including those with special educational needs.

1.2 Inclusive education at the K. Zhubanov ARU contributes to the formation of an accessible, tolerant educational environment, improving the quality of higher and postgraduate education, integrating all categories of students into a single academic and social space, implementing the university's mission and strengthening the system of academic and humanitarian values.

1.3 This regulation applies to all students, faculty and staff of the university involved in the implementation of inclusive education, as well as to structural divisions that provide conditions for educational, methodological and social support for persons with special educational needs.

2. REGULATORY DOCUMENTS

This Regulation has been developed in accordance with the following regulatory documents:

2.1 By the Law of the Republic of Kazakhstan No. 319-III "On Education" dated July 27, 2007 (as amended).

2.2 Rules of organization of the educational process on credit technology of training. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 152 dated 20.04.2011 г. (with changes and additions).

2.3 The state mandatory standard of higher and postgraduate education. Order of the Ministry of Internal Affairs of the Republic of Kazakhstan No. 2 dated July 20, 2022 (with amendments and additions).

2.4 Law of the Republic of Kazakhstan No. 343 "On social and medical-pedagogical correctional support for children with disabilities " dated July 11, 2002.

2.5 Resolution of the Government of the Republic of Kazakhstan No. 1143 dated December 26, 2024 "On approval of the Concept of Inclusive Policy in the Republic of Kazakhstan for 2025-2030"

2.6 Internal regulations and statutory documents of the K. Zhubanov ARU .

3. MAIN PART

3.1. The purpose of this regulation is to ensure equal, fair and full access to educational services of K. Zhubanov ARU for all categories of students, including persons with special educational needs SEN (special educational needs), by creating an inclusive educational environment that meets national and international standards.

3.2 Objectives of the regulation:

- Development of an organizational and legal framework for inclusive education in accordance with the legislation of the Republic of Kazakhstan and internal regulations of the University.
- Creating conditions for the realization of the right to education of persons with disabilities, including infrastructure accessibility, adaptation of educational programs and student support.
- Professional development of university teachers and staff in the field of inclusive approach and pedagogy, development of their competencies in working with different categories of students.
- Introduction of effective educational technologies and techniques that ensure successful learning activities of students, taking into account their individual capabilities.
- Creating a barrier-free environment: architectural, informational and social, which promotes full participation of students with SEN in the educational process and extracurricular life.
- Creation of a system of psychological and social support for students with SEN, aimed at developing their independence, social integration and professional development.

3.2 General principles for implementing inclusive education

Inclusive education at the K. Zhubanov ARU is implemented on the basis of the following principles:

3.2.1 Equality and non-discrimination — every student, regardless of physical, sensory, intellectual or other characteristics, has the right to equal access to quality education.

3.2.2 Individual approach—recognizing the unique educational needs of each student and providing appropriate conditions for their development, including adaptation of curricula, methods and forms of assessment.

3.2.3 Accessibility of the educational environment — creating a barrier-free architectural, information, communication and learning environment.

3.2.4 Participation and cooperation — active involvement of students with special educational needs in the educational process and university life, development of partnerships between students, teachers and parents.

3.2.5 Professional competence — training and continuous professional development of teachers and employees in the field of inclusive education.

3.2.6 Consistency and sustainability — formation of an institutional approach to inclusion, including regulatory, organizational, human and resource components.

3.2.7 Confidentiality and ethics— respect for the rights and dignity of students, as well as confidentiality of information about their characteristics and needs.

3.3 Organization of the educational process

3.3.1 Introduction of adapted curricula (syllabuses), that is, if students with special educational needs (SEN) are desired, teachers develop special curricula (syllabuses) that take into account the characteristics and needs of students with disabilities or other SEN:

3.3.2 Adapted training programs (syllabuses) include:

- adaptive evaluation criteria.
- adaptive assessment forms.

3.3.3 The Department of Academic Affairs provides an adaptive schedule.

3.3.4 Application of special techniques, tools and approaches that help students with SEN successfully assimilate educational material:

- special technologies and tools (video materials with subtitles, electronic textbooks, with the ability to scale the font);
- teaching methods (differentiated teaching (the same material is presented in different ways: orally, in writing, visually); project method (the opportunity to express yourself in a form that is convenient for the student)).

3.3.5 The choice of places of practical training for persons with SEN is provided, taking into account the requirements of their accessibility for these students.

3.3.6 When assigning to work, first of all, the health status, needs and opportunities of graduates with SEN with group 3 disability are taken into account. Persons with group 1 and 2 disabilities are granted the right to free distribution, and those who have been trained under the state educational order are also exempt from compulsory work.

4. SUPPORT OF THE EDUCATIONAL PROCESS

4.1 Organizational and pedagogical support of the educational process of students with SEN includes:

- control of class attendance;
- assistance in organizing independent work of the student;
- organizational assistance in passing intermediate attestations, eliminating academic debts;
- correction of interaction between the student and the teacher in the educational process.

4.2 Support of the psychological service:

- conducting group trainings;
- personal consultation.

5 CREATING A BARRIER-FREE ARCHITECTURAL ENVIRONMENT

5.1 Organization of accessible adjacent territory and equipping entrances with ramps with non-slip coating and handrails and signal markings.

5.2 Equipment of access roads and parking lots for disabled vehicles.

- 5.3 Creating tactile signs and floor coverings for the visually impaired.
- 5.4 Installation or modernization of wheelchair accessible elevators
- 5.5 Arrangement of toilets for persons with SEN: extended cabins, handrails, help call buttons.

6. CHANGES AND ADDITIONS

6.1 These regulations are approved by the Chairman of the Management Board-Rector on the basis of a decision of the Academic Council and come into force from the moment of its signing.

6.2 Amendments and additions to the regulation are made in accordance with legislative acts, regulatory documents in the field of education and intra-university rules.

6.3 In the event of a change, all copies of the regulations that are no longer valid at the University must be withdrawn and replaced with new ones.