

	Institution «Ekibastuz engineering and technical institute named after academician K.Satpayev»	Quality management system	
		Regulations on the organization of inclusive education educational institutions	Changes № _____ Date _____ Inst. _____



**APPROVING:**  
 Rector of the EETI named after  
 academician K.Satpayev  
 D.M.Sivaraksha  
 «24» April 2024

## QUALITY MANAGEMENT SYSTEM

### REGULATION

### REGULATIONS ON THE ORGANIZATION OF INCLUSIVE EDUCATION EDUCATIONAL INSTITUTIONS

У «Екибастузский инженерно-технический институт имени академика К. Сатпаева»	
«Regulations on the organization of inclusive education educational institutions»	

## 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

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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";
- Order No. 244 of the Acting Minister of Labor and Social Protection of the Population of the Republic of Kazakhstan dated August 6, 2025. On approval of the professional standard "Services for accessibility of infrastructure facilities for the population, taking into account the needs of persons with disabilities and low-mobility groups"
- Law of the Republic of Kazakhstan dated April 13, 2005 No. 39-III "On social and medical-pedagogical correctional support for children with disabilities "(as amended).
- Law of the Republic of Kazakhstan dated November 16, 2015 No. 406-V "On the Rights of the Child in the Republic of Kazakhstan" (as amended).
- Law of the Republic of Kazakhstan dated April 8, 2022 No. 124-VII "On Amendments and additions to certain Legislative Acts of the Republic of Kazakhstan on inclusive education" (updating legislation in the field of inclusion).
- Code of the Republic of Kazakhstan dated December 26, 2019 No. 288-VI "On the health of the people and the health care system "(regarding the definition of nosologies and interaction).
- State Program for the Development of Education and Science of the Republic of Kazakhstan for 2023-2029 (approved by the decree of the Government of the Republic of Kazakhstan).
- "Conceptual approaches to the development of inclusive education in the Republic of Kazakhstan", approved by Order No. 348 of the Minister of Education and Science of the Republic of Kazakhstan dated June 1, 2015.
- Order of the Minister of Education and Science of the Republic of Kazakhstan dated December 12, 2011 No. 512 " On approval of Methodological recommendations on the organization of psychological and pedagogical support for children with disabilities "(effective in the part that does not contradict the new legislation).
- Charter of the Ekibastuz Engineering and Technical Institute named after Academician K. V. Abramovich. Satpayev.

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### 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.

**A person with Special Educational Needs (OOP)** – a student who needs additional permanent or temporary support in the educational process in order to achieve a generally accepted level of education and / or development due to existing disabilities due to health conditions, or due to social, linguistic, cultural or other factors.

**Disabled person** – a person who has a health disorder with a persistent disorder of body functions caused by diseases, consequences of injuries or defects, leading to a restriction of life and causing the need for social protection.

**Nosology** is the study of diseases( diseases), their classification and study. In the context of inclusive education – it is a classification of health disorders that determines the nature and scope of the necessary special conditions for learning.

**Tutor**-a specialist who organizes conditions for the successful integration of a student with OOP into the educational and social environment of the Institute, accompanies the process of implementing an individual educational trajectory.

**Adapted educational program**– an educational program adapted for training individuals with OOP, taking into account the peculiarities of their psychophysical development, individual capabilities, and providing correction of developmental disorders and social adaptation.

#### 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);

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- 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;

- for students with special educational needs, an adapted electronic version of the UMCD is provided in the "OES" system. The teacher provides individual support in the course of mastering the discipline, including consultations in a convenient form (online/offline). As a measure of academic adaptation for such students, an increase in the time allotted for completing all types of control tasks and passing current, intermediate and final control is provided by agreement;

- 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;

- development, if necessary, of individual training plans and individual training schedules for persons 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;

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– providing a combination of online / offline technologies, as well as individual and collective forms of work in the educational process, carried out using distance learning technologies.

