



M. NARIKBAYEV  
**KAZGUU**  
UNIVERSITY

# **M. NARIKBAYEV KAZGUU UNIVERSITY INCLUSIVE EDUCATION POLICY**

**2020**

M. Narikbayev KAZGUU University Inclusive Education Policy.

M. Narikbayev KAZGUU University Inclusive Education Policy was approved by the decision of the Academic and Research Council (minutes No. 16 of January 10,2020).

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## CHAPTER 1: TERMS AND DEFINITIONS

- 1) Inclusive education is aimed at adapting the educational programs of the University and the educational environment for students with special educational needs;
- 2) Persons with special educational needs include those with long-term physical, mental or other impairments that may hinder their full participation in society [Article 1 of the UN Convention on the Rights of Persons with Disabilities, adopted by General Assembly Resolution 61/106 of December 13, 2006];
- 3) Integration (on the basis of inclusion) - introduction of a person into a social group, which ensures his/her interaction with this social group on an equal basis;
- 4) Integrated education is a form of organization of the educational process in which people with special educational needs study together with their peers in an educational institution by creating special learning conditions;
- 5) Communication includes languages, accessible text and multimedia information, large font, Braille, tactile communication, as well as written or audio texts in plain-language, augmentative and alternative modes, means and formats of communication, including information technology;
- 6) Language includes spoken and signed languages and other forms of non-verbal communication;
- 7) Reasonable accommodation means justified modification and adjustments to ensure the rights and freedoms of persons with special needs on an equal basis with others;
- 8) Universal design - design of programs and services to be usable by any group of people, to the greatest extent possible, without the need for modification and adjustments.

### **Long-term or recurrent impairments**

- 9) Long-term impairments include impairments that have continued or may continue for twelve months. Short-term or temporary illness or injury, in terms of this definition, is not an impairment, since it can be considered as a cause of disability.
- 10) Recurrent impairment is something that can repeatedly occur from time to time. It includes unchanging fundamental conditions, even if its influence on a person fluctuates.
- 11) Progressive conditions are those conditions that can develop, change, or recur. People living with progressive conditions or diseases are considered to

be people with disabilities, as the impairment begins to significantly restrict a person's activities. Progressive or recurrent conditions that do not have obvious symptoms or that do not essentially restrict a person are not a disability.

### **Impairment can be physical and/or mental**

- 12) Physical impairment means the partial or complete loss of function of the body or part of the body. It includes, but is not limited to, sensory impairments such as varying degrees of hearing and vision impairments, reading and/or writing impairments, and/or any other combination of physical impairments;
- 13) Mental disorders are clinically recognized conditions that affect thought processes, judgments, or emotions of a person;

### **Significant limitations**

- 14) Significant limitation occurs if the University does not take reasonable measures, thereby depriving the person of an opportunity to fully participate in the educational process, or if a person is significantly limited in his/her educational process.
- 15) Discrimination - unequal treatment, both direct and indirect towards students/staff members with disabilities. Direct discrimination by a university official means less favorable treatment towards people/students due to their limited capabilities. Indirect discrimination puts a person/student at a disadvantage and is not objective when the person's capabilities are an obstacle to exercise equal rights.
- 16) Adapted educational program - an educational program for persons with special educational needs that takes into account their special characteristics and capabilities and, if necessary, promotes their social adaptation.

## **CHAPTER 2: GENERAL PROVISIONS**

This Policy has been designed to support and promote the interests of individuals with special educational needs.

M. Narikbayev KAZGUU University accepts and follows the principles and values contained in the Academic Policy of M. Narikbayev KAZGUU University, as well as in other internal documents of the University.

M. Narikbayev KAZGUU University guarantees equal opportunities for all students and does not discriminate against students with special educational needs, on racial, national, ethnic, religious, gender grounds, as well as on the basis of social

status, marital status, physical abilities, age or other personal characteristics [Ch.2, KAZGUU Academic Policy].

The University provides favourable conditions for students with special educational needs in all areas of academic and university life.

The University recognizes that people with special educational needs, who seek to receive the necessary services or assistance in their studies, are best able to understand their capabilities, so they promptly inform University officials about the problems they face in the university environment (with the provision of supporting documents). The University is not responsible for providing special educational conditions if a student decides not to disclose his/her condition and does not provide appropriate supporting documents.

A student, who wishes to state his/her special needs, should contact the Department of Student Affairs. A staff member of the University applies to the HR Service to take the necessary measures to create favourable working conditions.

Information about the special needs can be disclosed with the written permission of a student/staff member and only in his/her interests.

This Policy applies to all members of the University's community. In order to ensure the effective delivery of services, each structural unit of the University, based on the fundamental principles of the Policy, develops its own documents regulating the work of the unit in the field of inclusive education and/or updates its Regulations with regards to this policy for persons with special educational needs. The head of the University's structural unit is responsible for communicating information on how to work with persons with special educational needs to its unit's members.

### **CHAPTER 3: SPECIAL FEATURES OF THE LEARNING PROCESS**

Identification of needs and evaluation of learning outcomes of students with special educational needs is carried out on an annual basis or by semester.

The main conditions for implementing inclusive education at M. Narikbayev KAZGUU University for students with special educational needs include:

- Individual approach to everyone;
- Integrating students into the educational environment to participate in the life of the University and society;
- Ensuring appropriate support for students with special educational needs in matters of education and involving parents on an equal footing with participants of the educational process;

- Changed learning path of educational programs for students with special educational needs in terms of the forms of classes, assessment criteria, course policies, etc.;
- Support and maintenance of University services throughout the entire period of study, including Higher Schools, Medical Center, Student Service Center, Department of Student Affairs, Department of Strategic Planning and HR Management, Department of Information Technology (IT), M. Narikbayev Library, Security Service, Economic Department and other units of the University;
- As the need is identified, the University, for the effective organization of the educational process for students with special educational needs, creates a team, which consists of an inclusive education coordinator, medical officer, psychologist, school administration representative, parents and student;
- Identification of needs and evaluation of learning outcomes of students with special educational needs is carried out on an annual basis or by semester.