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## REGULATION

### ON IMPLEMENTING EDUCATION PROGRAMS FOR PERSONS WITH SPECIAL EDUCATION NEEDS

P -121

Edition 1

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## **1. General Provisions**

- 1.1 This Regulation defines the general requirements for the implementation of education programs for students with special educational needs at International Information Technology University JSC (hereinafter referred to as IITU), aimed at creating conditions for providing for students with special educational needs.
- 1.2 The Regulation is an internal regulatory document of IITU JSC, aimed at creating conditions for ensuring inclusive education.
- 1.3 This regulation is a mandatory guide for officials, employees of structural divisions of IITU JSC, as well as the faculty (hereinafter referred to as the faculty).

## **2. Normative References**

- 2.1 This regulation contains references to the following regulatory documents:
  - Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No. 319-111;
  - Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 "On approval of the Model Rules for the activities of organizations of higher and (or) postgraduate education";
  - Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022 No. 2 "On approval of state compulsory standards of higher and postgraduate education";
  - Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 “On approval of the Rules for organizing the educational process using credit technology of education”.

## **3. Terms, Definitions and Abbreviations**

The main concepts used in this Regulation are:

- 1) Inclusive education is a process that ensures equal access to education for all students, taking into account special educational needs and individual capabilities.
- 2) Persons with special educational needs (SEN) are persons who experience permanent or temporary needs for special conditions to obtain education of the appropriate level and additional education.
- 3) Assessment of special educational needs – determination of the necessary special conditions for obtaining education.
- 4) Social adaptation is the active adaptation of children with disabilities to the conditions of the social environment through the assimilation and perception of values, rules and norms of behavior accepted in society, and work training in the process of targeted social and medical-pedagogical correctional support.
- 5) Special conditions for obtaining education are conditions that include educational and special individually developing and correctional-developmental programs and teaching methods, technical, educational and other means, living environment, psychological and pedagogical support, medical, social and other services, without which it is impossible for individuals with special educational needs to master education programs .
- 6) Adapted education program – an education 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.

- 7) An education program is a single set of basic characteristics of education, including the goals, results and content of training, the organization of the educational process, the methods and techniques of their implementation, and the criteria for assessing the results of training.
- 8) An individual curriculum is a curriculum that is developed for each academic year by a student independently with the help of an advisor based on the education program and the catalog of elective disciplines and/or modules.
- 9) Formative (midterm) assessment of students is a procedure carried out with the aim of assessing the quality of students' mastery of the content of part or all of one academic subject, one academic discipline and (or) module, as well as professional modules within one qualification after completing their study.
- 10) Final assessment of students is a procedure carried out with the aim of determining the degree to which they have mastered the volume of academic subjects, academic disciplines and (or) modules provided for by the state compulsory standard of the corresponding level of education.

#### **4. Aim and Objectives**

- 4.1 The aim of inclusive education is to realize equal rights of all categories of people to receive quality education.
- 4.2 The main objectives of inclusive education at IITU JSC are:
  - 4.2.1 creation of a barrier-free architectural environment at the University.
  - 4.2.2 ensuring information openness of IITU JSC for students with special educational needs and their parents;
  - 4.2.3 creation of a tolerant socio-cultural environment at IITU JSC;
  - 4.2.4 development of regulatory and methodological support for the implementation of inclusive education at IITU JSC;
  - 4.2.5 organization of training using distance learning technologies.

#### **5. Adaptation of Education Programs and Teaching and Methodological Support of the Educational Process**

- 5.1 Students with special educational needs are admitted to IITU JSC for education programs of all levels of education where training is not contraindicated according to a medical report.
- 5.2 IITU JSC independently determines the list of education programs under which it can provide training for individuals with special educational needs.
- 5.3 Organizational and pedagogical support of the educational process for students with disabilities and individuals with special educational needs includes:
  - 1) control over class attendance;
  - 2) assistance in organizing independent work;
  - 3) organization of individual consultations;
  - 4) organizational assistance in passing midterm assessments and eliminating academic debts;
  - 5) correction of interaction between the student and the teacher in the educational process.
- 5.4 For each student with special educational needs, adapted education programs, individual educational plans and individual educational schedules are developed, taking into account

- the requirements of the individual rehabilitation program for the student with special educational needs.
- 5.5 Teachers who regularly work in study groups with 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 nosologies for working with students with special educational needs.
  - 5.6 The University's faculties provide training for teaching staff who possess special pedagogical approaches and methods for teaching and educating students with special educational needs, and also facilitate the recruitment of such staff to the University.
  - 5.7 The university's teaching staff is required to take into account the peculiarities of the psychophysical development of students with special educational needs and their health status, to comply with the special conditions necessary for this category of students to receive an education, and, if necessary, to interact with medical workers.
  - 5.8 The department's teachers 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 material, etc.).
  - 5.9 When developing educational content for distance learning for students with disabilities (lecture materials, practical, seminar assignments), teaching staff must ensure the availability of electronic resources for the disciplines studied, adapted to the nosological characteristics of students with disabilities.
  - 5.10 The scientific library of "IITU" JSC ensures the formation of requests for replenishment of the book fund, taking into account the peculiarities of information perception of students with disabilities (for example, audio textbooks, textbooks in Braille), carries out digitization of printed materials taking into account the needs of students with disabilities.
  - 5.11 The education of students with disabilities and individuals with special educational needs is carried out on the basis of education programs, adapted, if necessary, to the education of these students.
  - 5.12 Teaching students with disabilities and individuals with special educational needs can be carried out using distance learning technologies.
  - 5.13 For the training of individuals with special educational needs, IITU JSC adapts education programs in accordance with the individual developmental characteristics and potential capabilities of students and pupils, taking into account the requirements of the individual rehabilitation program for students with special educational needs for each student with special educational needs.
  - 5.14 Responsibility for organizing the development of an adapted education program, including an individual curriculum and an individual study schedule, is assigned to the dean of the school.
  - 5.15 The class schedule for students with special educational needs is drawn up taking into account the need to conduct disciplines provided for in the individual curriculum, as well as the increased fatigue of such students.
  - 5.16 The final assessment of graduates with special educational needs is carried out taking into account the individual characteristics of students with special educational needs.
  - 5.17 An adapted education program is developed by the graduating department based on the standards for the area/specialty of training.

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- 5.18 Responsibility for organizing the development of an adapted education program, including an individual curriculum and an individual study schedule, is assigned to the dean of the school.
- 5.19 Adaptation of the education program includes the following areas of activity: 1) introduction of an adaptation module as an optional module into the variable part of the education program; 2) filling the adaptation module with disciplines intended for additional individual correction of violations of educational and communication skills, professional and social adaptation at the stage of higher education; 3) changing the structure and time frame for the implementation of the education program; 4) using different forms, methods and techniques for organizing educational activities.
- 5.20 The implementation of the adapted education program can be carried out using various forms, including the use of distance learning technologies and e-learning.
- 5.21 The choice of teaching methods and means, educational technologies and educational and methodological support for the implementation of the education program is carried out by "IITU" JSC independently, based on the need for students to achieve the planned results of mastering the education program, as well as taking into account the individual capabilities of students with disabilities and persons with special educational needs.
- 5.22 A special procedure is provided for mastering the discipline "Physical Education" in compliance with the principles of health preservation and adaptive physical education in specially equipped sports, gyms or in the open air, which are conducted by specialists with the appropriate training.
- 5.23 The determination of places for educational and industrial practice for students with special educational needs is carried out taking into account the recommendations of the medical and social examination, reflected in the individual rehabilitation program for persons with special needs and disabilities, regarding the recommended conditions and types of work.
- 5.24 The forms of conducting current, intermediate and final certification for students with special educational needs are established taking into account individual psychophysiological characteristics (orally, in writing on paper, in writing on a computer, in the form of testing, etc.), their individual capabilities and health status - (hereinafter - individual characteristics). If necessary, a student with special educational needs is given additional time to prepare an answer for a test or exam.
- 5.25 During the midterm or final assessment, the presence of an assistant (assistants) in the classroom is ensured, who provides students with special educational needs with the necessary technical assistance, taking into account their individual characteristics (to take a work place, move around, read and complete an assignment, communicate with members of the assessment/examination committee); the use of technical means necessary for students with special educational needs during the assessment, taking into account their individual characteristics;
- 5.26 For students with disabilities and individuals with special educational needs, if necessary:
- assistance is provided in developing optimal individual educational trajectories;
  - individual educational plans and individual training schedules are developed;
  - special technical means and teaching technologies are used.
- 5.27 When determining the places for professional practice for students with special educational needs, it is necessary to take into account the recommendations given based on the results of the medical and social examination, contained in the individual rehabilitation program for persons with disabilities, regarding the recommended conditions and types of work.

5.28 Students with special educational needs and disabilities can study according to an individual curriculum within the established timeframes, taking into account their characteristics and educational needs. When drawing up an individual plan, it is necessary to provide for various options for conducting classes: (in an academic group or individually), at home using distance learning technologies.

## **6. Creating an Accessible Learning Environment for People with Special Educational Needs**

6.1 For people with disabilities and musculoskeletal disorders, material and technical conditions are created at the university that ensure unimpeded access of students to classrooms, canteens, toilets and other premises of the organization, as well as stays in specified premises (parking spaces, availability of ramps, handrails, widened doorways) openings, elevators and other devices).

6.2 Provision of specially equipped sanitary and hygienic premises for students with special educational needs (railings, handrails, specialized sanitary devices, etc.).

6.3 Support of an alternative version of the official website of «IITU» JSC for people with visual impairments.

6.4 The selection and development of educational materials should be carried out taking into account the possibility of providing the material in various forms, ensuring that students with hearing impairments receive information visually, and those with visual impairments receive information auditorily.

6.5 For students with musculoskeletal disorders, it is necessary to use alternative information input devices. It is recommended to use special features of operating systems, such as an on-screen keyboard, with which you can enter text, setting up actions when entering text, images using a keyboard or mouse.

6.6 Technical equipment and provision of functioning of computer equipment (video materials, sound amplifiers, headphones, multimedia projectors are used in training).

## **7. Comprehensive Support of the Educational Process for Students with Special Educational Needs**

7.1 The coordination of the activities of all departments to support the educational process for students with disabilities is carried out by the dean's office of the faculty.

7.2 Deputy Deans for Academic Affairs keep records of student data indicating areas of training/EP, group number and specific health restrictions; monitor the training of students with disabilities in accordance with the academic calendar and correct the interaction between teacher and student with disabilities.

7.3 Deans of faculties and heads of departments ensure the organization of the development of an adapted education program and monitor the development of education programs for students with special educational needs.

7.4 Deputy Deans for Academic Affairs keep records of students' data on the education program, as well as on their health status; monitor the education of students with special educational needs in accordance with the academic calendar.

7.5 The advisor assists in creating individual educational plans for students with special educational needs.

7.6 The Career Center provides consulting services on job search, information on the state of the labor market for people with disabilities and persons with special educational needs (if necessary).

- 7.7 The Career Center organizes and conducts job fairs and other events to assist graduates with disabilities in finding employment.