



POLICIES / REGELVERK

Equal Opportunity Policy ***Like rettigheter***

Prepared by: Head Teacher
Approved by: The Governors
Last updated: 07.11.2024
To be reviewed: 01.01.2026

Introduction

The Norwegian school in London aims to provide a welcoming, supportive, emotionally and physically secure learning environment for every member of the school community.

The Norwegian School in London recognises and actively promotes human rights and values the diversity of culture, beliefs, practices, customs, physical and intellectual abilities and life experience of the whole school.

Our commitment

The Norwegian School in London aims to create an inclusive school culture that fosters acceptance and respect for diversity. In doing so, we seek to deepen understanding and knowledge, promote student and staff wellbeing and help everyone achieve their full potential. This school is enriched by and celebrates the diversity of our whole school.

This is why discrimination, harassment, vilification, bullying and victimisation will not be tolerated at The Norwegian School in London.

This school supports the Charter of Human Rights and the Equal Opportunity Act 2010, which says that it is against the law to discriminate against anyone, including pupils and school staff, because of their actual or assumed:

- Age
- Sex
- Race
- Sexual orientation
- Religious beliefs
- Physical appearance
- Disabilities/ impairments
- Pregnancy



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No member of the school community will be treated less favourably because they possess any of these personal characteristics nor will such characteristics affect access to benefits and services The Norwegian School in London provides.

On behalf of the whole school community, the Head Teacher, the Board, the parent's association and the pupil council support this policy, and the human rights principles and practice of equal opportunity, inclusion and respect for diversity that it articulates.

Rights and responsibilities

Under this policy, every member of The Norwegian School in London has the right to learn and work in a safe and inclusive environment free of discrimination, harassment, bullying, vilification and victimisation. Along with this right comes the responsibility to respect and promote human rights and rights and responsibilities by behaving according to this policy.

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the report from Pedagogical/Psychological Services for Norwegian Schools abroad (PPT) or EHCP. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed measures in line with the report from PPT or EHCP. The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals.

The provision the school already has in place to support students with special educational needs and disabilities (SEND) are outlined in the Early interventions and SEND-routine (IK 3.04 and IK3.05)

If a child becomes immobile, the library will with immediate effect be arranged as a classroom for the length of time it takes for the pupil to recover. This decision will be taken in cooperation with the immobile pupil's parents. The Head Teacher is accountable for implementation of this policy. This policy will be reviewed regularly and ratified by the Board of Governors.



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ACCESSIBILITY PLAN FOR THE NORWEGIAN SCHOOL IN LONDON

Reviewed and amended November 2024

INTRODUCTION

This plan is drawn up in accordance with the Equality Act 2010 and SEND (Special Education Needs and Disabilities). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils" issued by DfES in July 2002.

DEFINITION OF DISABILITY

Disability is defined by the Equality Act 2010: "You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities".

KEY OBJECTIVES

Our main objective is to reduce and eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability. The school has taken seriously its duty under the Equality Act 2010 and has made, or planned, thoughtful improvements to its provision.

PRINCIPLES

The school recognises its duty under the Equality Act and SEND, to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage and to publish an Accessibility Plan.

ACTIVITY

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

THE NORWEGIAN SCHOOL IN LONDON – ACCESSIBILITY PLAN -

Reviewed November 2024

	Objective/Tar gets	What/Strate gies	How	When/tim eframe	Goals Achieved
Short term	Ensure compliance with the Equality Act	Staff and Governors informed of requirements / obligations	Staff meetings and Board meetings	On going	On going. Compliant, no complaints received.

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	2010 and code of practice.	of Equality Act 2010 and Accessibility Plan			
Long term	Disabled parking space close to school	Contacting council to see if possible	Communicating with the council through our school travel plan	December 2025	Accessibly parking for disabled close to school gate