



Equality, Diversity, Inclusion & Accessibility Statement

Equality, Diversity, Inclusion & Accessibility Statement

Karen Wicks – Artist

Reviewed: February 2026 | Next Review: February 2027

1. My Commitment

As a community-based artist working with children, young people, adults and families, I am committed to creating spaces where **everyone feels welcome, respected and able to participate fully.**

My work is grounded in care, creativity and inclusion, and I actively challenge discrimination, barriers and exclusion in all forms.

I believe that art belongs to everyone, and that creative spaces should reflect the diversity, richness and lived experiences of the communities I work with.

2. Equality, Diversity & Inclusion (EDI) Respect for All

I treat every participant with dignity and respect, regardless of:

- Age
- Disability or neurodivergence
- Race or ethnicity
- Gender or gender identity
- Sexual orientation
- Religion or belief
- Socio-economic background
- Family structure
- Communication style
- Cultural identity

Discrimination, harassment or bullying of any kind is not tolerated in my sessions.

Inclusive Creative Practice

I design activities that:

- Are adaptable for different learning styles
- Support sensory needs
- Allow for varied levels of participation
- Encourage autonomy and choice
- Celebrate individual strengths and creative voices

I recognise that inclusion is not a fixed checklist but an ongoing, responsive practice.

Representation & Belonging

I aim to:

- Use materials, themes and examples that reflect diverse identities
- Create environments where participants feel seen and valued
- Work collaboratively with families and communities
- Listen to feedback and adapt my practice accordingly



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3. Accessibility

Accessibility is central to my work. I strive to remove barriers so that everyone can participate meaningfully and safely.

Physical Accessibility

Where possible, I work in venues that offer:

- Step-free access
- Accessible toilets
- Clear signage
- Safe, uncluttered spaces

If a venue has limitations, I will communicate this clearly in advance.

Sensory & Neurodiversity-Affirming Practice

I support neurodiverse participants by:

- Offering predictable structures and visual schedules
- Allowing movement breaks and quiet spaces
- Reducing verbal demands when needed
- Using clear, calm communication
- Encouraging the use of personal regulation tools
- Welcoming stimming, pacing and other self-regulatory behaviours

Parents/carers are encouraged to share strategies that support their child's comfort and wellbeing.

Communication Accessibility

I aim to make communication clear and accessible by:

- Using plain language
- Offering visual supports (Now/Next boards, symbols, demonstrations)
- Allowing extra processing time
- Providing written or digital information where helpful

I welcome requests for alternative formats.

Financial Accessibility

Where possible, I offer:

- Free or low-cost community sessions
- Transparent pricing
- No-pressure participation
- Materials provided at no extra cost

4. Working in Partnership

Inclusion is a shared responsibility. I work collaboratively with:

- Parents and carers
- Community venues
- Schools and organisations
- Support workers



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- Participants themselves

I value lived experience and welcome feedback that helps improve accessibility and inclusion.

5. Continuous Improvement

EDI and accessibility are ongoing commitments. I will:

- Review this statement annually
- Update my practice in line with new guidance
- Seek training and professional development
- Reflect on feedback from participants and families
- Adapt my approach to meet emerging needs

6. Contact

If you have questions, access needs, or suggestions for improving inclusion, please contact:

Karen Wicks – Artist

Email: karen-wicks@outlook.com

I am always happy to discuss adjustments, support needs or ways to make sessions more accessible.

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