



Department for the

Economy

An Roinn

Geilleagair

Equality Screening Template – Section 75 of Northern Ireland Act 1998

Policy title: *PROPOSAL TO INTEGRATE DISABILITY SUPPORT WITHIN THE DEPARTMENT'S TRAINING PROGRAMMES AT ENTRY LEVEL AND LEVEL ONE*

Decision

Policy screened out **with** mitigation

Contact: Catherine Powell

Date of completion: 9 July 2024

Content

Part 1. Policy scoping – asks public authorities to provide details about the policy, procedure, practice and/or decision being screened and what available evidence you have gathered to help make an assessment of the likely impact on equality of opportunity and good relations.

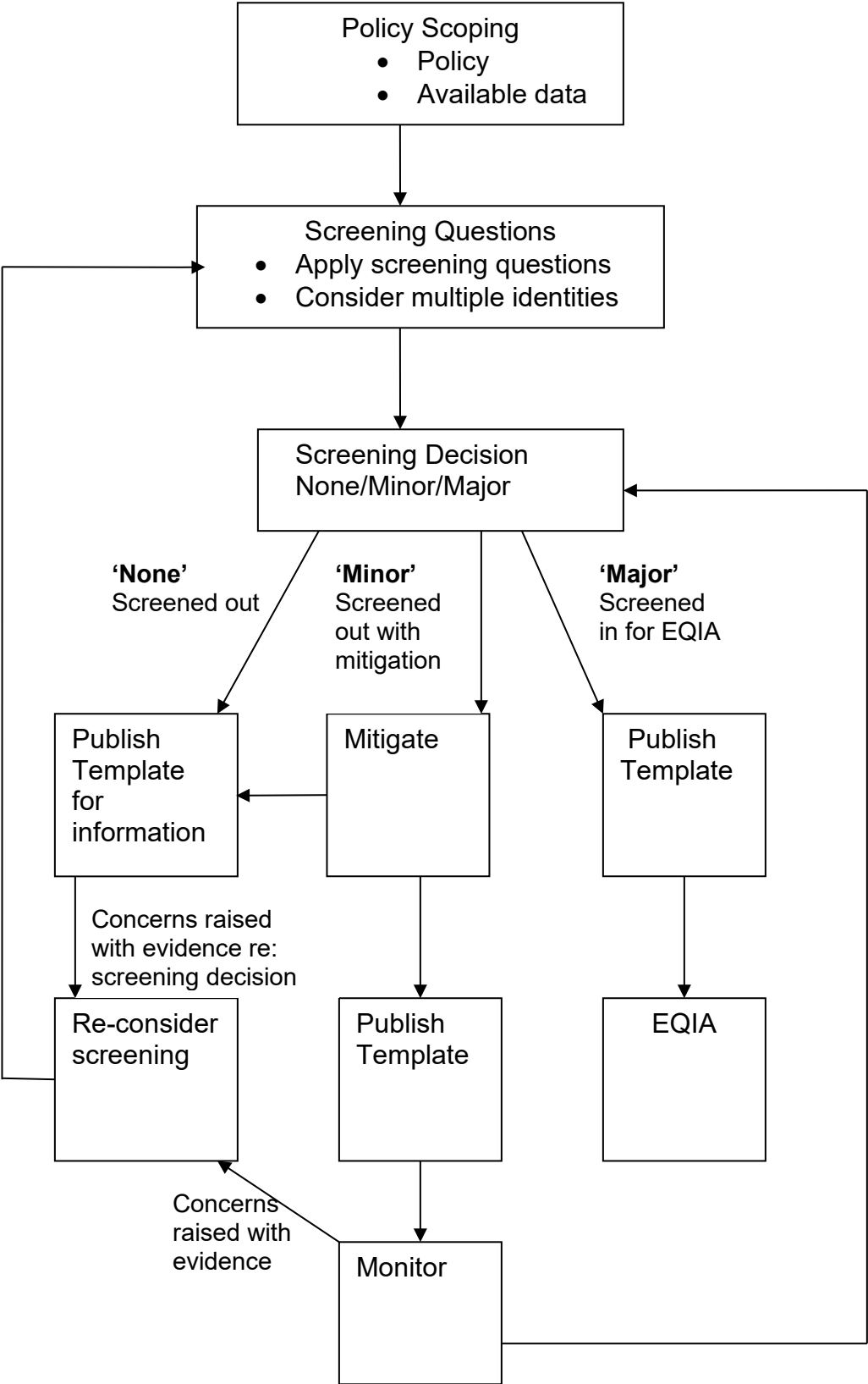
Part 2. Screening questions – asks about the extent of the likely impact of the policy on groups of people within each of the Section 75 categories. Details of the groups consulted and the level of assessment of the likely impact. This includes consideration of multiple identity and good relations issues.

Part 3. Screening decision – guides the public authority to reach a screening decision as to whether or not there is a need to carry out an equality impact assessment (EQIA), or to introduce measures to mitigate the likely impact, or the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

Part 4. Monitoring – provides guidance to public authorities on monitoring for adverse impact and broader monitoring.

Part 5. Approval and authorisation – verifies the public authority's approval of a screening decision by a senior manager responsible for the policy.

Flowchart for the equality screening process and decision.



Part 1. Policy scoping

The first stage of the screening process involves scoping the policy under consideration. The purpose of policy scoping is to help prepare the background and context and set out the aims and objectives for the policy, being screened. At this stage, scoping the policy will help identify potential constraints as well as opportunities and will help the policy maker work through the screening process on a step by step basis.

Public authorities should remember that the Section 75 statutory duties apply to internal policies (relating to people who work for the authority), as well as external policies (relating to those who are, or could be, served by the authority).

Information about the policy

PROPOSAL TO INTEGRATE DISABILITY SUPPORT WITHIN THE DEPARTMENT'S TRAINING PROGRAMMES AT ENTRY LEVEL AND LEVEL ONE

The proposal is to move from the current delivery model for DfE contracted Entry Level & Level One (ELL1) training provision (currently Skills for Life and Work (SfLW)), which has a separate Disability Support Services (DSS) contract running alongside; to a new integrated provision that includes disability support as part of the mainstream offer to participants with disabilities within the next iteration of ELL1 provision which is due to be in place from August 2025.

Is this an existing, revised or a new policy?

*The proposal is for a **revised** approach to how disability support is offered and delivered to those participants on the Department's primary skills programme for young people (16-24) at ELL1.*

Instead of the additional disability support for participants being provided by a different organisation via a separate contract, the support would be the responsibility of each training provider to deliver or source, so that participants can fully participate and achieve their full training potential.

This proposal has been developed following a review of current provision and engagement with stakeholders and a public consultation¹ on the proposal will now take place. Other suggestions being considered to support this proposal include the recruitment of a disability specialist to offer advice and guidance to organisations, but also quality assurance to the Department.

A further equality screening will be carried out on the overall ELL1 provision, and a review of this screening will be undertaken once the consultation has been completed and a delivery model has been agreed.

What is it trying to achieve? (intended aims/outcomes)

The aim of this proposal is to maximise the support provided and offer a more seamless service to those participants on the new ELL1 provision who require additional support to address their disability needs whilst taking part in the training or educational aspects of the programme.

The desired outcome is to support participants with disabilities to remain on the programme, have a positive education and skills experience and achieve their targeted qualifications so that they can progress towards and into further or higher education, training and employment.

Are there any Section 75 categories which might be expected to benefit from the intended policy?
If so, explain how.

Yes – this proposal has a particular significance to young people with disabilities.

To be eligible for the ELL1 programme, a person must have attained the minimum school leaving age and be under 18 years of age (or have a disability and be under 22 or be care experienced and be under 24).

¹ A public consultation on the proposal to integrate disability support within the ELL1 training programmes will seek views on two proposals – option 1 (status quo) and option 2 (integrated disability support). As option 2 is a new policy equality screening is required.

Based on current and previous provision, typically around half² of participants present with one or more disabilities, and/or will have a complex range of issues and barriers to learning and achievement, including mental health challenges. These are the participants expected to benefit from the proposed change.

Who initiated or wrote the policy?

The development of the proposal has been led by Youth Inclusion Branch in DfE.

A review of disability support provided to young people on the previous ELL1 provision was undertaken in 2020/21. Following this review, a number of changes and improvements were made to the administrative processes. However, the current delivery model still has challenges and the Department wish to ensure that the disability support model maximises the support provided to participants with a disability and is delivered flexibly to meet the specific needs of young people on ELL1 training programmes.

An intensive period of engagement with stakeholders from the disability sector, and current providers of SfLW and DSS, took place from late 2023 into early 2024. This engagement took place in Belfast, Derry/Londonderry and Craigavon to ensure sessions were accessible to as many people as possible. A final session was facilitated online.

The Department will now initiate a public consultation on the proposal to integrate disability support within ELL1 training programmes. The consultation is asking for views including on the proposal set out above.

Who owns and who implements the policy?

Youth Inclusion Branch in DfE.

Implementation factors

Are there any factors which could contribute to/detract from the intended aim/outcome of the policy/decision?

If yes, are they (please delete as appropriate)

² Statistical bulletin published June 2024 – 51% of young people on SfLW have a disability. [Skills for Life and Work statistics September 2022 to January 2024 | Department for the Economy \(economy-ni.gov.uk\)](#)

Financial

In order to fund this additional disability support, the Department would propose to increase the weekly training fees for participants with disabilities, which would allow training providers to provide or source support in a tailored way. As part of the appraisal process, DfE would consider measures, including those of a contractual nature, to ensure that the funding would be directed towards those young people who need it.

Legislative

The Department believes that both models of delivery fully comply with its legislative requirements under Section 75 of the NI Act 1998.

Main stakeholders affected

Who are the internal and external stakeholders (actual or potential) that the policy will impact upon? (please delete as appropriate)

Programme Staff – Policy and Contract Management

Service users and their families

Other public sector organisations, especially FE Colleges

Voluntary and Community organisations delivering the new ELL1 programme

Private sector Training Organisations

Other policies with a bearing on this policy

The policy for ELL1 provision, underpinned by the Youth Training Guarantee, which is a longstanding policy commitment to providing a training place for every unemployed 16 or 17 year old who needs it.

Available evidence

Evidence to help inform the screening process may take many forms. Public authorities should ensure that their screening decision is informed by relevant data. The Commission has produced this guide to [signpost to S75 data](#).

What evidence/information (both qualitative and quantitative) have you gathered to inform this policy? Specify details for each of the Section 75 categories.

Religious belief evidence / information:

Information on religious belief did not inform this proposal.

Political Opinion evidence / information:

Information on political opinion did not inform this proposal.

Racial Group evidence / information:

Information on racial group did not inform this proposal.

Age evidence / information:

ELL1 provision is aimed primarily at young people who have left school with low or no qualifications. Therefore, to be eligible to enter the programme a person must have attained the minimum school leaving age and be under 18 years of age (or have a disability and be under 22 or be care experienced and be under 24).

These young people are at a higher risk of disengagement and often face multiple barriers to their learning and achievement, and early intervention is key to preventing long-term disengagement from the labour market.

Within SfLW, the Department records the participant's age as 16, 17, 18, or over 18. The majority of participants on programme as of January 2024 (85%) started the programme when they were under 18³

Marital Status evidence / information:

Information on marital status did not inform this proposal.

Sexual Orientation evidence / information:

Information on sexual orientation did not inform this proposal.

³ Statistical bulletin published June 2024 – [Skills for Life and Work statistics September 2022 to January 2024 | Department for the Economy \(economy-ni.gov.uk\)](#)

Men & Women generally evidence / information:

Information on gender did not inform this proposal.

Disability evidence / information:

Within SfLW, the Department records the status of each participant, based on evidence of the young person having a disability as defined by the Disability Discrimination Act 1995 and the Special Educational Needs and Disability (NI) Order 2005. SfLW figures as of January 2024⁴ show that 51% of participants have a disability.

Currently, on SfLW, specialist disability support is available via the three disability support providers contracted separately by the Department. Typically, around half of those participants with a disability access this specialist disability support.

A review of disability support provided to young people on the previous ELL1 provision was undertaken in 2020/21. Following this review, a number of changes and improvements were made to the administrative processes. However, the current delivery model still has challenges and the Department wish to ensure that the disability support model maximises the support provided to participants with a disability and is delivered flexibly to meet the specific needs of young people on ELL1 training programmes.

An intensive period of engagement with stakeholders from the disability sector, and current providers of SfLW and DSS, took place from late 2023 into early 2024. This engagement took place in Belfast, Derry/Londonderry and Craigavon to ensure sessions were accessible to as many people as possible. A final session was facilitated online. This engagement showed that the majority of these organisations would be supportive of more flexible, tailored and timely support for all participants.

Comments from both current providers and representatives of the disability sector on the proposal included that it would enable:

- more flexible, tailored and timely support for all participants;*
- a more open and integrated support environment, with participants likely to ask for additional help from training and support staff that they know and trust; and*

⁴ Statistical bulletin published June 2024 – [Skills for Life and Work statistics September 2022 to January 2024 | Department for the Economy \(economy-ni.gov.uk\)](https://www.economy-ni.gov.uk/statistics/skills-for-life-and-work)

- *teaching staff to take more responsibility for identifying the needs of their own trainees and suggesting the help that may be most appropriate.*

This proposal has been developed following a review of current provision and engagement with stakeholders and a public consultation on the proposal will now take place.

Dependants evidence / information:

Information on dependants did not inform this proposal.

Needs, experiences and priorities

Taking into account the information referred to above, what are the different needs, experiences and priorities of each of the following categories, in relation to the particular policy/decision?

Specify details of the needs, experiences and priorities for each of the Section 75 categories below:

Religious belief

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's religious belief.

Political Opinion

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's political opinion.

Racial Group

Disability support in DfE's ELL1 training programme will be provided, regardless of a participant's racial group.

Age

To be eligible to enter ELL1 provision, a person must have attained the minimum school leaving age and be under 18 years of age (or have a disability and be under 22, or be care experienced and be under 24). Therefore disability support in DfE's ELL1 training programme will be restricted to those in the ages listed above.

Marital status

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's marital status.

Sexual orientation

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's sexual orientation.

Men and Women Generally

Disability support in DfE's ELL1 training programme will be provided regardless of gender.

Disability

Participants on ELL1 provision who have disabilities, can access the programme up to age 22, and are given an extra year to complete their training. Under the current model, young people who need additional support to engage and achieve, receive this through the separate DSS contract.

The proposal to move towards an integrated disability support model is intended to give training providers direct responsibility for ensuring that appropriate and proportionate disability support is made available to all of their participants who require it, including specialist support as necessary.

The policy rationale for this proposal is to enable a more flexible, person-centred, timely and seamless offer of support for disabled participants.

Ultimately, the Department wishes to have the optimum delivery model to help all young people with disabilities achieve their full potential on the new ELL1 programme.

Dependants

Disability support in DfE's ELL1 training programme will be provided regardless of whether a participant has dependants or not.

Part 2. Screening questions

Introduction

In making a decision as to whether or not there is a need to carry out an equality impact assessment, the public authority should consider its answers to the Screening Questions 1-4, which follow.

If the public authority's conclusion is **none** in respect of all of the Section 75 equality of opportunity and/or good relations categories, then the public authority may decide to screen the policy out. If a policy is 'screened out' as having no relevance to equality of opportunity or good relations, a public authority should give details of the reasons for the decision taken.

If the public authority's conclusion is **major** in respect of one or more of the Section 75 equality of opportunity and/or good relations categories, then consideration should be given to subjecting the policy to the equality impact assessment procedure.

If the public authority's conclusion is **minor** in respect of one or more of the Section 75 equality categories and/or good relations categories, then consideration should still be given to proceeding with an equality impact assessment, or to:

- measures to mitigate the adverse impact; or
- the introduction of an alternative policy to better promote equality of opportunity and/or good relations.

In favour of a 'major' impact

- a) The policy is significant in terms of its strategic importance;
- b) Potential equality impacts are unknown, because, for example, there is insufficient data upon which to make an assessment or because they are complex, and it would be appropriate to conduct an equality impact assessment in order to better assess them;
- c) Potential equality and/or good relations impacts are likely to be adverse or are likely to be experienced disproportionately by groups of people including those who are marginalised or disadvantaged;
- d) Further assessment offers a valuable way to examine the evidence and develop recommendations in respect of a policy about which there are

concerns amongst affected individuals and representative groups, for example in respect of multiple identities;

- e) The policy is likely to be challenged by way of judicial review;
- f) The policy is significant in terms of expenditure.

In favour of 'minor' impact

- a) The policy is not unlawfully discriminatory and any residual potential impacts on people are judged to be negligible;
- b) The policy, or certain proposals within it, are potentially unlawfully discriminatory, but this possibility can readily and easily be eliminated by making appropriate changes to the policy or by adopting appropriate mitigating measures;
- c) Any asymmetrical equality impacts caused by the policy are intentional because they are specifically designed to promote equality of opportunity for particular groups of disadvantaged people;
- d) By amending the policy there are better opportunities to better promote equality of opportunity and/or good relations.

In favour of none

- a) The policy has no relevance to equality of opportunity or good relations.
- b) The policy is purely technical in nature and will have no bearing in terms of its likely impact on equality of opportunity or good relations for people within the equality and good relations categories.

Taking into account the evidence presented above, consider and comment on the likely impact on equality of opportunity and good relations for those affected by this policy, in any way, for each of the equality and good relations categories, by applying the screening questions given overleaf and indicate the level of impact on the group i.e. minor, major or none.

Screening questions

1. What is the likely impact on equality of opportunity for those affected by this policy, for each of the Section 75 equality categories?

Please provide details of the likely policy impacts and determine the level of impact for each S75 categories below i.e. either minor, major or none.

Details of the likely policy impacts on **Religious belief**:

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's religious belief.

What is the level of impact? **None**

Details of the likely policy impacts on **Political Opinion**:

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's political opinion.

What is the level of impact? **None**

Details of the likely policy impacts on **Racial Group**:

Disability support in DfE's ELL1 training programme will be provided, regardless of a participant's racial group.

What is the level of impact? **None**

Details of the likely policy impacts on **Age**:

Disability support will still be subject to the age criteria of the programme, this proposal does not impact that.

What is the level of impact? **None**

Details of the likely policy impacts on **Marital Status**:

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's marital status.

What is the level of impact? **None**

Details of the likely policy impacts on **Sexual Orientation**:

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's sexual orientation.

What is the level of impact? **None**

Details of the likely policy impacts on **Men and Women:**

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's gender.

What is the level of impact? **None**

Details of the likely policy impacts on **Disability:**

The new ELL1 programme is intended to support all participants, including those with disabilities, to develop their skills and to progress into higher levels of education or training or into employment. This is reflected by the fact that typically, around half⁵ of SfLW participants present with one or more disabilities.

This proposal for a new integrated disability support model represents a change from the current delivery model. However, the policy rationale for this proposal is to enable a more flexible, person-centred, timely and seamless offer of support for disabled participants.

What is the level of impact?

Minor positive – *with the potential to deliver an improved disability support service to those participating on the new ELL1 programme. The Department are conducting a public consultation on the proposal to further consider the likely impact.*

A range of measures would be implemented as part of the proposal to ensure that the policy aim and intent is realised and would be finalised following the consultation. These measures include the following:

- *Procurement Specification, setting out the requirements on training providers to provide this support to people with disabilities.*
- *Further consideration of the inclusion of contractual measures, to ensure that the funding would be directed towards those young people who need it.*
- *Further consideration of the recruitment of a disability specialist to offer advice and guidance to organisations, but also quality assurance to the Department.*

⁵ Statistical bulletin published June 2024 – 51% of young people on SfLW have a disability. [Skills for Life and Work statistics September 2022 to January 2024 | Department for the Economy \(economy-ni.gov.uk\)](#)

- *Revised monitoring arrangements and processes so that the quality of the learning experience for people with disabilities is kept under review.*
- *Commitment to a review of the proposed new integrated model of delivery.*

Details of the likely policy impacts on **Dependants**:

Disability support in DfE's ELL1 training programme will be provided regardless of whether a participant has dependants or not.

What is the level of impact? **None**

2. Are there opportunities to better promote equality of opportunity for people within the Section 75 equalities categories? Yes/No

Detail opportunities of how this policy could promote equality of opportunity for people within each of the Section 75 Categories below:

Religious Belief – No

If No, provide reasons:

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's religious belief.

Political Opinion – No

If No, provide reasons:

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's political opinion.

Racial Group – No

If No, provide reasons:

Disability support in DfE's ELL1 training programme will be provided, regardless of a participant's racial group.

Age – No

If No, provide reasons:

Disability support will still be subject to the age criteria of the programme, this proposal does not impact that.

Marital Status – No

If No, provide reasons:

Disability support in DfE's ELL1 training programme will be provided regardless of a participant's marital status.

Sexual Orientation – No

If No, provide reasons:

Disability support in DfE’s ELL1 training programme will be provided regardless of a participant’s sexual orientation.

Men and Women generally – No

If No, provide reasons:

Disability support in DfE’s ELL1 training programme will be provided regardless of a participant’s gender.

Disability – Yes

If Yes, provide details: See Above.

The aim of this proposal is to maximise the support provided and offer a more seamless service to those participants on the new ELL1 provision who require additional support to address their disability needs whilst taking part in the training or educational aspects of the programme.

The desired outcome is to support participants with disabilities remain on the programme, have a positive education and skills experience and achieve their targeted qualifications so that they can progress towards and into further or higher education, training and employment.

Dependants – No

If No, provide reasons:

Disability support in DfE’s ELL1 training programme will be provided regardless of whether a participant has dependants or not.

3. To what extent is the policy likely to impact on good relations between people of different religious belief, political opinion or racial group?

Please provide details of the likely policy impact and determine the level of impact for each of the categories below i.e. either minor, major or none.

Details of the likely policy impacts on **Religious belief**:

The Department is not aware of any evidence which suggests that the proposal will adversely impact on good relations between people of different religious beliefs.

What is the level of impact? **None**

Details of the likely policy impacts on **Political Opinion**:

The Department is not aware of any evidence which suggests that the proposal will adversely impact on good relations between people of different political opinion.

What is the level of impact? **None**

Details of the likely policy impacts on **Racial Group**:

The Department is not aware of any evidence which suggests that the proposal will adversely impact on good relations between people of different racial groups.

What is the level of impact? **None**

4. Are there opportunities to better promote good relations between people of different religious belief, political opinion or racial group?

Detail opportunities of how this policy could better promote good relations for people within each of the Section 75 Categories below:

Religious Belief – No

If Yes, provide details:

The Department is not aware of any opportunities for this proposal to better promote good relations between people of different religious belief.

Political Opinion – No

If Yes, provide details:

The Department is not aware of any opportunities for this proposal to better promote good relations between people of different political opinion.

Racial Group – No

If Yes, provide details:

The Department is not aware of any opportunities for this proposal to better promote good relations between people of different racial groups.

Additional considerations

Multiple identity

Generally speaking, people can fall into more than one Section 75 category. Taking this into consideration, are there any potential impacts of the policy/decision on people with multiple identities?

(For example; disabled minority ethnic people; disabled women; young Protestant men; and young lesbians, gay and bisexual people).

Provide details of data on the impact of the policy on people with multiple identities. Specify relevant Section 75 categories concerned.

The Department does not envisage any adverse impact on people with multiple identities.

Part 3. Screening decision

*Policy screened out **with** mitigation.*

A review of disability support provided to young people on the previous ELL1 provision was undertaken in 2020/21. Following this review, a number of changes and improvements were made to the administrative processes. However, the current delivery model still has challenges and the Department wish to ensure that the disability support model maximises the support provided to participants with a disability and is delivered flexibly to meet the specific needs of the young people on ELL1 training programmes.

The proposal to move towards an integrated disability support model is intended to give training providers direct responsibility for ensuring that appropriate and proportionate disability support is made available to all of their participants who require it, including specialist support as necessary.

The policy rationale for this proposal is to enable a more flexible, person-centred, timely and seamless offer of support for disabled participants.

Ultimately, the Department wishes to have the optimum delivery model to help all young people with disabilities achieve their full potential on the new ELL1 programme.

If the decision is not to conduct an equality impact assessment the public authority should consider if the policy should be mitigated or an alternative policy be introduced - please provide details. *N/A*

If the decision is to subject the policy to an equality impact assessment, please provide details of the reasons. *N/A*

All public authorities' equality schemes must state the authority's arrangements for assessing and consulting on the likely impact of policies adopted or proposed to be adopted by the authority on the promotion of equality of opportunity. The Commission recommends screening and equality impact assessment as the tools to be utilised for such assessments. Further advice on equality impact assessment may be found in a separate Commission publication: Practical Guidance on Equality Impact Assessment.

Mitigation

When the public authority concludes that the likely impact is 'minor' and an equality impact assessment is not to be conducted, the public authority may consider mitigation to lessen the severity of any equality impact, or the introduction of an alternative policy to better promote equality of opportunity or good relations.

Can the policy/decision be amended or changed or an alternative policy introduced to better promote equality of opportunity and/or good relations?

If so, **give the reasons** to support your decision, together with the proposed changes/amendments or alternative policy.

The Department accepts that this proposal represents a change from the current delivery model associated with SfLW. However, officials believe it has the potential to better promote equality of opportunity and successful outcomes for young people with disabilities engaging with ELL1 provision. The Department are conducting a public consultation on the proposal to further consider the likely impact. A range of measures would be implemented as part of the proposal to ensure that the policy aim and intent is realised and would be finalised following the consultation. These measures include the following:

- *Procurement Specification, setting out the requirements on training providers to provide this support to people with disabilities.*
- *Further consideration of the inclusion of contractual measures, to ensure that the funding would be directed towards those young people who need it.*
- *Further consideration of the recruitment of a disability specialist to offer advice and guidance to organisations, but also quality assurance to the Department.*
- *Revised monitoring arrangements and processes so that the quality of the learning experience for people with disabilities is kept under review.*
- *Commitment to a review of the proposed new integrated model of delivery.*

Timetabling and prioritising

Factors to be considered in timetabling and prioritising policies for equality impact assessment.

If the policy has been '**screened in**' for equality impact assessment, then please answer the following questions to determine its priority for timetabling the equality impact assessment.

On a scale of 1-3, with 1 being the lowest priority and 3 being the highest, assess the policy in terms of its priority for equality impact assessment.

Priority criterion – Rating (1-3)

Effect on equality of opportunity and good relations -

Social need -

Effect on people's daily lives -

Relevance to a public authority's functions –

Note: The Total Rating Score should be used to prioritise the policy in rank order with other policies screened in for equality impact assessment. This list of priorities will assist the public authority in timetabling. Details of the Public Authority's Equality Impact Assessment Timetable should be included in the quarterly Screening Report.

Is the policy affected by timetables established by other relevant public authorities?

If yes, please provide details.

Part 4. Monitoring

Public authorities should consider the guidance contained in the Commission's Monitoring Guidance for Use by Public Authorities (July 2007).

The Commission recommends that where the policy has been amended or an alternative policy introduced, the public authority should monitor more broadly than for adverse impact (See Benefits, P.9-10, paras 2.13 – 2.20 of the Monitoring Guidance).

Effective monitoring will help the public authority identify any future adverse impact arising from the policy which may lead the public authority to conduct an equality impact assessment, as well as help with future planning and policy development.

Following the public consultation, the Department will consider the responses to inform the options to be taken forward for appraisal and if the proposal was to be adopted:

- *The Department would revise its monitoring arrangements and processes so that the quality of the learning experience for people with disabilities is kept under review;*
- *The Department would commit to a review of the new integrated model of delivery; and*
- *The Department would further consider the recruitment of a disability specialist to offer advice and guidance to organisations, but also quality assurance to the Department.*

Note, that a further equality screening will be carried out on the overall ELL1 provision and this screening will be reviewed once the consultation has been completed and a delivery model has been agreed.

Part 5 - Approval and authorisation

Screened by: Paul Burns
Position/Job Title: Deputy Principal
Business Area/Branch: Youth Inclusion Branch
Date: 9 July 2024

Approved by: Catherine Powell
Position/Job Title: Grade 7
Business Area/Branch: Youth Inclusion Branch
Date: 9 July 2024

Note: A copy of the Screening Template, for each policy screened should be 'signed off' and approved by a senior manager responsible for the policy, made easily accessible on the public authority's website as soon as possible following completion and made available on request.