



# Diwrnod Da

Ein hadroddiad  
a'n syniadau  
ar gyfer newid

24 Mehefin 2020

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## Cyflwyniad

Ysgrifennwyd drafft cyntaf yr adroddiad hwn ym mis Chwefror 2020. Ers hynny, mae Covid-19 wedi dod i'r DU gyda'r canlyniadau cymdeithasol ac economaidd. I bobl ag anabledd dysgu, mae wedi golygu colli eu Cyfleoedd Dydd a chael eu cyfyngu i'w cartref.

Dan yr amgylchiadau hyn, mae'r staff wedi bod yn cadw mewn cysylltiad rheolaidd gyda'r sawl maent yn gweithio gyda nhw, ac mae rhai wedi bod yn gwneud gwaith allgymorth.

Mae'r cwestiwn 'Sut beth yw Diwrnod Da?' yn berthnasol o hyd. Ac, efallai o ystyried profiad y cyfnod clo, bydd yn fwy perthnasol gan fod pobl yn gallu dweud beth ydyw sy'n gwneud y gwahaniaeth. Hefyd, i rai, mae'r teimlad bod gweddill y byd nawr yn gwybod sut deimlad yw pan fo mynd i siopa yn ddigwyddiad mawr yr wythnos, neu pa mor ddrwg y gall fod i'ch iechyd meddwl os ydych yn cael eich cyfyngu i'ch cartref.

Yn Nhorfaen ar ôl y cyfnod clo, mae cwestiynau ynglŷn â sut y mae Cyfleoedd Dydd yn addasu yn y tymor byr i gyfyngiadau parhaus i bobl ag anableddau dysgu. Fodd bynnag, mae yna hefyd gwestiynau mwy hirdymor a ysgogodd y gwaith hwn, a chyda bron i bopeth wedi ei stopio am y dyfodol rhagweladwy, efallai y gall penderfyniadau o ran sut mae pethau'n ailgychwyn helpu i gyflawni'r nodau hirdymor.

Felly, mae'r adroddiad hwn yn cyflwyno'r wybodaeth a gasglwyd rhwng mis Hydref 2019 a mis Chwefror 2020. Serch hynny, mae'r dadansoddiad a'r ffocws ar gyfer y dyfodol wedi ei addasu i'r amgylchiadau presennol.

## Pam y gwnaethom y gwaith

Prif nod Diwrnod Da yw ail-ddiffinio ac ail-ddylunio Cyfleoedd Dydd yn Nhorfaen gan ddefnyddio model cyd-gynhyrchu.

Nod yr ail-ddylunio hwn yw rhoi cymorth a fydd yn seiliedig ar yr egwyddorion canlynol:

- Canolbwyntio ar y Person;
- Hyblygrwydd ac ymatebolrwydd;
- Cyfranogiad (llais a rheolaeth);
- Bod yn gysylltiedig ag eraill a'n cymunedau;
- Tystiolaeth gref a mesur yr effaith;
- Meddylfryd hirdymor;
- Partneriaeth, a
- Rhwystro a chymesuredd.

Yn graidd i'r broses weddnewid hon yw bod Diwrnod Da yn rhywbeth sy'n cael ei werthfawrogi. Yn cael ei werthfawrogi gan y person dan sylw, ac yn cael ei weld fel rhywbeth gwerthfawr gan gymdeithas yn ehangach. Yn Nhorfaen, mae'r gwerth cymdeithasol ehangach hwn wedi ei drin mewn dwy ffordd. I Dorfaen yn gyffredinol, mae Cynllun Corfforaethol y Cyngor yn defnyddio'r geiriau canlynol i ddisgrifio'r hyn a werthfawrogir:

- Bod yn iachach
- Bod yn fwy annibynnol a datblygu sgiliau
- Bod yn ddiogel rhag camdriniaeth ac amarch – cael eu parchu
- Lleihau caledi a thlodi
- Cydweithredu – gyda sefydliadau gan fwyaf
- Meithrin cymunedau
- Rhwystro pethau drwg

Mewn cyd-destun culach, mae Siarter Gwent a Bywydau Gwell yn y Dyfodol yn diffinio gwerth fel:

- Dewis, rheolaeth a grym
- Parch ac urddas
- Bywyd da
- Annibyniaeth / cyflogaeth / sgiliau
- Canolbwyntio ar gryfderau
- Cydweithredu – gan gynnwys unigolion – cyd-gynhyrchu, dylunio gan ddefnyddwyr
- Cysylltu ag eraill
- Bod yn iachach
- Meithrin cymunedau mwy cynhwysol

Felly, wrth ddatblygu dulliau newydd a llunio Diwrnod Da ar gyfer pobl sydd ar hyn o bryd yn mynychu Cyfleoedd Dydd, byddwn yn ceisio gweld gwelliant yn y pethau hyn a welir o safbwynt y person.

I roi hyn mewn cyd-destun, os yw person sydd ar hyn o bryd yn mynychu Cyfleoedd Dydd eisiau gweithio, neu symud i wirfoddoli prif ffrwd, yna gellir gweld eu bod wedi datblygu o ran annibyniaeth, sgiliau, cysylltu ag eraill a bod yn rhan o gymuned mwy cynhwysol. Gellir dathlu hyn!

Fodd bynnag, os yw'n golygu bod y person yn colli'r holl gysylltiadau gyda ffrindiau gwerthfawr mewn Cyfleoedd Dydd ac nid yw'n gallu mynd i ddigwyddiadau cymdeithasol fel yr oeddent yn eu mwynhau, yna efallai na fyddant hwy yn gweld y newid fel rhywbeth da.

Felly, i gydnabod newid fel rhywbeth sy'n cynyddu gwerth ym mywyd rhywun, mae angen cytuno ar hynny gan y person fel rhywbeth gwerthfawr a bod unrhyw effeithiau negyddol yn cael eu hystyried fel pethau sydd werth hynny.

## Ein cynllun gweithredu

Mae gan y prosiect ddau gam:

Cam 1 – Canfod y ffeithiau ac ymgynghori

Cam 2 – Rhoi cynnig ar syniadau newydd

Yr adroddiad hwn yw canlyniad Cam 1.

Dywedodd ein cynllun:

### Cam 1

1) Byddwn yn recriwtio tîm o bobl gyda a heb anableddau dysgu i wneud y gwaith – Y Tîm.

2) Byddwn yn recriwtio grŵp o bobl gan gynnwys pobl sy'n mynychu Cyfleoedd Dydd a rhieni/gofalwyr i fod yn Grŵp Cyfeirio.

3) Bydd y Tîm yn siarad gyda:

- Phobl gydag Anableddau Dysgu
- Rhieni a Gofalwyr
- Pobl sy'n rhoi cymorth

Byddwn yn gofyn iddynt

- Beth sy'n digwydd yn eich diwrnod nawr?
- Beth hoffech iddynt ddigwydd yn eich diwrnod?
- Pa gyfleoedd sydd ar gael yn lleol?
- Beth sydd ei angen er mwyn cael newidiadau?

4) Byddwn yn cynnal digwyddiadau i helpu pobl i weld beth sy'n bosibl

5) Byddwn yn ysgrifennu adroddiad a fydd yn argymhell 3 pheth a all newid. Bydd yr adroddiad yn cael ei wirio gan y Grŵp Cyfeirio

6) Bydd cymerwyr penderfyniadau yn gwneud cynlluniau ar gyfer cam 2.

## **Cam 2**

7) Bydd y syniadau newydd yn cychwyn ym mis Ebrill 2020.

8) Byddwn yn gwirio bod pethau'n gwella yn y flwyddyn gyntaf fel bod newidiadau yn para.

## Yr hyn a ganfuwyd

Rydym wedi ysgrifennu'r adran hon i fod yn hygyrch i gymaint o bobl ag y bo modd. Mae manylion pellach yn yr Atodiadau.

Fel man cychwyn, rydym wedi gweithio o'r adroddiad Gwell Bywydau yn y Dyfodol a Siarter Gwent. Canfuwyd bod ychydig o bobl nad oeddynt wedi gweld yr adroddiad, ac felly nid oeddynt yn ymwybodol o'r bylchau yn y gwasanaeth a adnabuwyd.

Dyweddodd Cyngor Bwrdeistref Sirol Torfaen wrth Lywodraeth Cymru bod 368 o bobl gydag anabledd dysgu yr oeddynt yn cyflenwi gwasanaethau iddynt (ystadegau Llywodraeth Cymru 2019). Mae mwy o bobl na hyn gan nad yw pawb gydag anabledd dysgu yn cael gwasanaeth.

Yn dilyn ein cynllun, rydym wedi siarad â phobl gydag anableddau dysgu, eu rhieni/gofalwyr, staff Cyfleoedd Dydd a phobl sy'n rheoli gwasanaethau y maent efallai yn eu defnyddio.

Mae pobl sy'n mynychu Cyfleoedd Dydd yn dweud

- eu bod yn hapus gyda'r hyn maent yn ei wneud
- yr hoffent wneud mwy o bethau.

Pan fu i ni ymweld â Chyfleoedd Dydd, roeddent

- yn ddiogel
- roedd gan bobl beth dewis o ran yr hyn roeddent yn ei wneud
- roedd rhai yn fwy 'fel gwaith' ac roedd gan bobl lai o ddewis

- roedd gan staff ddiddordeb mewn pobl ac roeddent yn eu cefnogi'n dda

Weithiau nid oedd pobl ag anableddau dysgu, eu rhieni/gofalwyr a rhai aelodau staff yn gwybod am yr holl gyfleoedd a oedd ar gael. Nid ydym yn sicr bod pobl ag anableddau dysgu wedi cael dewis gwirioneddol, gyda'r holl wybodaeth, pan fu iddynt gymryd penderfyniad ynglŷn â beth i'w wneud.

Yn y gweithgareddau a redir gan y Cyngor, mae pobl ag anableddau dysgu weithiau yn gwneud pethau a'u gwerthu. Nid oedd yn eglur lle roedd yr arian yn mynd.

Mae rhai pobl ag anableddau dysgu wedi bod mewn Cyfleoedd Dydd am amser maith. Gallai rhai gael gwaith sy'n talu – ond maent hwy, a'r staff sy'n eu cefnogi, yn meddwl nad oes unrhyw un ar gael i'w helpu i gael gwaith.

Mae ychydig o bobl yn cael gwaith, ond mae llawer o bobl yn dweud eu bod eisiau gweithio. Dywedwyd wrthym:

- bod y Cyngor eisiau sefydlu cyflogaeth gyda chymorth
- gall gwasanaethau cyflogadwyedd helpu pobl ag anableddau dysgu
- Gall Ymgysylltu i Newid helpu pobl 18-25 oed. Maent yn dweud iddynt helpu 7 o bobl yn Nhorfaen
- Mae gan Lle i Dyfu brosiect sydd wedi helpu nifer o bobl

Mae cyfarfod ffrindiau a gwneud pethau gyda'i gilydd yn bwysig i bobl. Rydym wedi darganfod:

- Bod y clwb Gateway yn cyfarfod bob wythnos ac mae'n boblogaidd
- Gall pobl fynd i Synergy yn stadiwm Cwibrân

- Mae pobl sy'n mynd i Evolve weithiau yn cael noson gymdeithasol sydd am ddim
- Mae prosiect Fy Ffrindiau yn gweithio ledled Gwent ond nid oes llawer o bobl o Dorfaen yn cymryd rhan
- Mae llawer o bobl yn dweud nad ydynt wedi clywed am Bobl yn Gyntaf Torfaen
- Mae rhai pobl wedi cael eu helpu i gychwyn gweithgareddau newydd gan Gysylltwyr Cymunedol, ond nid yw'n gweithio bob tro
- Mae cludiant a chymorth y tu allan i 9-4 Llun – Gwener yn broblem i rai pobl.
- Mae Lle i Dyfu yn cychwyn cynllun Ffrindiau Teithio i helpu pobl i fod yn fwy annibynnol.

Wrth gyfarfod gyda rhieni/gofalwyr, maent wedi dweud wrthym

- Bod bywyd bob dydd yn anodd weithiau
- Eu bod yn teimlo nad oes ganddynt ddigon o wybodaeth yn aml
- Maent yn ofni newid oherwydd eu bod wedi gweithio'n galed i gael y cymorth maent yn ei gael
- Mae'r person y maent yn gofalu amdanynt yn aml yn aros gartre pan nad oes cymorth i fynd â nhw i weithgareddau, neu nid oes cludiant

Rydym wedi edrych ar sampl o Gynlluniau Gofal a Chymorth ac mae'n ymddangos

- Bod y cynlluniau yn canolbwyntio ar y gwasanaethau y mae pobl yn eu derbyn yn hytrach na'r nodau neu'r canlyniadau
- Ymddengys bod y cynlluniau yn ymwneud â'r hyn sydd gan person yn hytrach na chael dyheadau ar gyfer bywyd gwell
- Mae mwy o bobl na'r disgwyl wedi eu categorio fel rhai nad oes ganddynt y capasiti meddyliol i gymryd penderfyniadau eu hunain. Rydym yn edrych i weld os yw'r dystiolaeth yn cadarnhau'r penderfyniadau hyn.

Bu i ni siarad gydag arweinydd y fîm Taliadau Uniongyrchol. Dywedodd wrthym bod 35 o bobl gydag anableddau dysgu a oedd yn derbyn Taliad Uniongyrchol. Mae hyn yn 1 person ym mhob 10 sy'n derbyn gwasanaethau. Mae gan 22 o bobl weithiwr cymorth y maent yn ei dalu gan ddefnyddio Taliadau Uniongyrchol.

Mae Llywodraeth Cymru wedi dweud y gellir defnyddio Taliadau Uniongyrchol i brynu gwasanaethau a ddarperir gan awdurdodau lleol. Ar hyn o bryd, nid yw Torfaen yn caniatáu hyn. Pe byddai hyn yn newid, byddai'n gwneud gwasanaethau yn fwy hyblyg i bobl. Gallai pobl 'brynu' cymorth un i un gan bobl sydd wedi eu cyflogi ar hyn o bryd i ddarparu cymorth mewn Cyfleoedd Dydd.

Roeddem eisiau siarad gyda staff mewn llety â chymorth yn Nhorfaen, ond nid ydym wedi cael cyfle i wneud hynny hyd yma.

## Syniadau ar gyfer newid

Roedd gennym syniadau ar gyfer newid. Mae hyn wedi ei ailystyried nawr oherwydd y Coronafeirws.

Y peth cyntaf i ni feddwl amdano oedd sut i ymdopi pan nad oes modd cael mynediad corfforol i wasanaethau. Yn y cyfnod hwn o reoli'r argyfwng, rydym wedi datblygu coeden Penderfyniadau a gweithredu i helpu gwasanaeth cymdeithasol. Mae hon yn Atodiad 4. Rydym y credu y bydd hyn yn gosod y sylfaen ar gyfer dull gwahanol o ddarparu Cyfleoedd Dydd sy'n canolbwyntio mwy ar y person ac sy'n gyd-gynhyrchiol.

Bydd yn amser maith cyn y bydd pobl ag anableddau dysgu yn gallu gwneud pethau mewn grwpiau oni fônt yn byw gyda'r bobl hynny.

Bydd yn bosibl i bobl ag anableddau dysgu gael eu cynorthwyo gan weithiwr cymorth i wneud pethau yn eu cartrefi neu fynd allan i'r gymuned i siopa neu ymarfer. Bydd hyn yn dibynnu ar eu cyflwr iechyd ac asesiad risg.

Mae cael bywyd cymdeithasol yn anodd gyda chadw pellter cymdeithasol. Gallwch ffonio pobl o hyd, cael sgwrs fideo neu anfon negeseuon ar y cyfryngau cymdeithasol. Dylai pobl allu gwneud y pethau hyn. Dylid eu helpu i gael yr offer a'u cefnogi i gael mynediad i apiau arlein, gweithgareddau ac adnoddau.

Os oes gennych swydd neu os ydych yn gwirfoddoli, yna bydd eich rheolwr yn penderfynu pryd y bydd yn iawn i chi fynd i'r gwaith. Mae rhai busnesau ac elusennau ar gau ac mae rhai gweithgareddau nad ydynt yn digwydd. Ond ymhen amser, budd pob busnes a sefydliadau eraill ar agor eto.

Y cwestiwn rydym wedi ei ofyn yw: gyda'r holl gyfyngiadau hyn, beth all Cyfleoedd Dydd ei wneud i helpu pobl i gael Diwrnod Da?

Y peth cyntaf yw y dylai unrhyw atebion gael eu cyd-gynhyrchu. Mae hyn yn golygu bod pobl a all gael cymorth yn cael dweud beth y maent eisiau ei wneud neu yr hoffent roi cynnig arni. Mae'r bobl sy'n eu helpu wedyn yn gweithio gyda nhw i weld sut gellir cyflawni hyn.

Efallai bod ffyrdd y gellir darparu'r cymorth hwn gan ffrindiau, teulu neu bobl/grwpiau yn y gymuned. Os nad yw hyn yn bosibl, yna efallai y bydd angen cymorth â thâl.

Gall y canlyniadau a all pobl ag anableddau eu cael gynnwys helpu eraill ynghyd â gwneud pethau sy'n fanteisiol iddyn nhw. Gallai hyn olygu codi arian i hoff elusen neu achos, neu wirfoddoli ar gyfer prosiect sy'n gysylltiedig â'r Coronafeirws.

### **Syniad 1: Adolygu'r Cynllun Gofal a Chymorth gyda'r person sy'n derbyn cymorth a chofnodi'r prif bwyntiau yn y sgwrs Yr Hyn sy'n Bwysig i Chi.**

Yn y cyd-destun hwn, nid gwasanaeth neu gyfle dydd yw'r hyn dan sylw. Mae canlyniadau yn bethau fel cael ffrindiau, cyfarfod ffrindiau, dysgu pethau newydd, mwynhau'r awyr agored, dod yn ffit, colli pwysau, gweld teulu, mwynhau hobi neu ddiddordeb, gofalu am anifeiliaid, bod yn greadigol. Os gallwch gofnodi pam fo'r gweithgaredd yn bwysig, yna os na all hynny ddigwydd, efallai bod opsiwn amgen.

Gan edrych ar y canlyniadau dymunol, efallai bod modd darparu peth o'r cymorth sydd ei angen i gyflawni'r canlyniadau gan deulu/frindiau neu rai sy'n gwarchod y person. Neu efallai bod opsiynau arlein. Yn hyn o beth, efallai ei bod yn briodol darparu cysylltiad rhyngwyd a llechi gyda'r feddalwedd briodol i alluogi galwadau fideo neu gyfarfodydd grŵp drwy Zoom neu apiau eraill.

**Syniad 2: Os oes angen cymorth â thâl, cynnig taliadau uniongyrchol fel opsiwn cyntaf a helpu'r person i gael hyd i rywun all ddarparu'r cymorth hwnnw.**

Yn y sefyllfa sydd ohoni, ymddengys ei bod yn well gweld os oes pobl leol a all roi cymorth, i rwystro teithio rhwng cymunedau. Hefyd, os oes gan unigolion eu cymorth eu hunain, yna nid yw un person yn cysylltu gyda llawer o bobl a all fod yn agored i niwed.

Os oes gan berson ddymuniad i ymgymryd ag unrhyw weithgaredd, gweld os oes grŵp lleol lle mae aelodau a fyddai'n barod i fod yn weithiwr cymorth â thâl ar gyfer y gweithgaredd hwnnw. Gallai hyn gynnwys crefftau a phethau a wneir yn y cartref, neu gerdded neu feicio.

**Syniad 3: Wrth i'r cyfyngiadau lacio, gweld os oes synergedd rhwng pobl sy'n gwneud yr un peth, i weld os hoffai person ymgymryd a'r gweithgaredd hwnnw gyda rhywun arall, yn enwedig os yw'r person yn ffrind.**

Yn aml, pan awgrymir defnydd eang o daliadau uniongyrchol, mae syniad o gronni taliadau mewn rhyw ffordd er mwyn i bobl gael cymorth a rennir. Efallai y bydd hyn yn bosibl yn y dyfodol, ond gall gymryd amser i'w sefydlu. Yr hyn a awgrymir yma yw'r opsiwn o ymgymryd â gweithgaredd gyda ffrind sydd hefyd ag anabledd dysgu. Byddai hyn yn cynyddu'r rhyngweithio cymdeithasol a hefyd darparu mwy o weithgareddau am yr un gyllideb gyffredinol.

Mae tri estyniad i'r syniad hwn:

- 1) Efallai y bydd trefniadau o'r fath yn arwain at bobl yn gallu cefnogi ei gilydd wrth iddynt wneud y pethau maent yn eu mwynhau.
- 2) Mewn ffordd debyg i Ffrindiau Perfformiadau, efallai bod pobl sy'n barod i wirfoddoli i fynd gyda pherson ag anabledd dysgu.
- 3) Byddai cyfuno'r syniad hwn gyda hyfforddiant Ffrindiau Teithio a/neu gweithgareddau Fy Ffrindiau yn ychwanegu gwerth.

## **Syniad 4: Gallai'r Swyddog Ymchwil a Datblygu cyd-gynhyrchu a Barod weithio gyda phobl i'w galluogi i gofnodi eu gweithgareddau a'u profiadau ar fideo gan ddefnyddio llechen.**

Gellid rhoi'r fideos ar sianel benodol YouTube neu ar wefan er mwyn i bobl gael gweld yr hyn mae pobl eraill yn ei wneud, ysgogi trafodaeth a rhoi syniadau i bobl o'r hyn yr hoffent hwythau ei wneud.

Mae'n debyg na ellir gweithredu'r syniadau eraill y mae'r fîm wedi eu cael nes bydd brechlyn ar gyfer Coronafeirws a phan fydd gan bobl ag anabledd dysgu lawer mwy o ryddid:

### **1) Helpu pobl i waith**

- Gweld os bydd Pontydd i Waith yn gweithio i bobl ag anabledd dysgu – byddwn yn cefnogi nifer o bobl i ddefnyddio'r gwasanaeth sy'n 'ymchwilwyr' i gael eu hadborth.
- Gweithio gyda Chyngor Torfaen ar eu cynllun cyflogaeth gyda chymorth. Bydd hyfforddwyr swyddi sy'n weithwyr cyngor, i weithio gyda phobl mewn lleoliadau gwaith a fydd yn dod yn swyddi os yw'r ddwy ochr yn hapus.
- Cydgysylltu gyda staff Cyfleoedd Dydd – eu cyflwyno i weithwyr Elite, Growing Space a gweithwyr Pontydd i Waith – ceisio cael 3-5 sy'n mynychu ar hyn o bryd i gael sesiynau blasu lleoliad gwaith ychwanegol am 3-6 mis i weld os ydynt eisiau gweithio.
- Mae cyfleoedd gwirfoddoli ar gyfer lleoliadau gwaith caffï yn yr Ymddiriedolaeth Hamdden, gyda Growing Space ac yn yr Orsaf Bŵer. A ellir defnyddio'r rhain?
- A ellir creu rôl gymorth 'cael gwaith' ac a ellir rhoi
  - a) amser staff yn Nhŷ Nant Ddu iddo, neu
  - b) a ellir secondio Ceri

i hwyluso'r cysylltiadau hyn a darparu cymorth ychwanegol i'r bobl sydd eisiau cael gwaith.

## **2) Gwella bywydau cymdeithasol**

- Delio gyda'r diffyg gwybodaeth am pa wasanaethau a gweithgareddau sydd ar gael drwy gynnwys pobl ag anableddau dysgu i wneud fideos byr am y pethau maent yn ei wneud. Gellir rhannu'r fideos hyn ar y cyfryngau cymdeithasol i annog y sawl nad ydynt yn holi oherwydd nad ydynt yn gwybod.
- Bob 3 neu 4 mis, cael diwrnod 'symud o gwmpas' yn y gwasanaethau mewnol a gwasanaethau a gomisiynir, lle mae pobl yn cael cyfle i ymweld â gwasanaeth arall i weld sut beth yw e.
- Gweithio gyda darparwyr llety â chymorth i weld os oes ffyrdd i gefnogi pobl o wahanol ddarparwyr i ymgymryd â gweithgaredd gyda'i gilydd.

## **3) Entrepreneuriaeth a Chyfleoedd Dydd**

Ar hyn o bryd mae nifer o Gyfleoedd Dydd yn ymgymryd â chomisiynu, contractau neu wneud pethau i'w gwerthu. Mae cymorth busnes ar gael i sefydlu stondin farchnad neu ffyrdd eraill o gychwyn busnes.

Y nod fyddai cael sgiliau mewn marchnata/gwerthu a chael profiad i weld os hoffent y math hwnnw o waith.

# Cynllun Gwaith ar gyfer Cyfleoedd Dydd

Y camau nesaf ar gyfer Cyfleoedd Dydd yw:

## 1) Help byrdymor yn ystod yr argyfwng

Mae'n bwysig bod pawb yn ddiogel ac yn iach. Lle mae'r cyfnod clo yn gwneud pobl yn sâl neu'n gwneud perthynas yn anodd, yna dylid rhoi cymorth.

Os yw gofalwyr yn ei chael yn anodd, dylent gael asesiad gofalwyr. Efallai bod cymorth ar gael iddynt, neu ofal seibiant i'r person maent yn gofalu amdano. Ni ddylid drysu hyn gyda'r cymorth ar gyfer y person sy'n derbyn gofal.

Mae defnyddio technoleg i oresgyn cyfyngiadau'r cyfnod clo neu warchod yn flaenoriaeth. Os yw pobl arlein, yna gellir adolygu dros fideo neu apiau fel Multi Me i wneud cynllunio sy'n canolbwyntio ar y person.

Mae enghreifftiau o daliadau uniongyrchol yn cael eu defnyddio i ddarparu dyfeisiau i bobl er mwyn iddynt allu mynd ar y rhyngwrwd i gadw mewn cysylltiad â ffrindiau a theulu.

Mae rhai darparwyr cyfleoedd dydd yn cyfarfod arlein neu'n cael cwis. Mae rhai yn ymweld â chartrefi pobl. Mae rhai yn defnyddio galwadau fideo. Dylai pawb fod yn ystyried dulliau o gynnal cysylltiadau cymdeithasol neu feithrin rhai newydd.

Mae rhai grwpiau hunan-advocaciaeth yn cynnal pethau arlein. Mae Pobl yn Gyntaf Caerdydd yn cynnal cyfarfodydd Zoom agored. Mae Ffrindiau Perfformiadau yn cynnal gigs arlein.

Mae Atodiad 4 yn rhoi siart llif o gwestiynau i'w gofyn i gynorthwyo person yn ystod y cyfnod clo.

## **Cynllunio ar gyfer cymorth tymor canolig**

Bydd pawb a oedd yn derbyn gwasanaeth angen adolygiad. Mae hyn yn llawer o waith. Mae Cyngor Torfaen wedi dweud na fydd unrhyw adeilad ar agor cyn mis Hydref. Mae hyn yn golygu bod 3 mis i geisio penderfynu beth a all ddigwydd.

Bydd rôl gwybodaeth hygyrch yn y broses adolygu yn bwysig. Cynt, roedd gweithwyr cymdeithasol yn siarad am beth oedd Cyfleoedd Dydd neu'n cynnig ymweliad i bobl. Nawr, bydd cymorth yn cael ei deilwra fwy i'r hyn y mae pobl eisiau ei gyflawni, felly nid oes dewislen o wasanaethau. Mae hyn yn golygu:

- Y bydd cael y gweithiwr cymorth iawn yn bwysig. Gall y syniadau uchod helpu.
- Bydd fideos sy'n dangos sut mae pobl wedi defnyddio Taliadau Uniongyrchol i gael y cymorth maent ei angen yn helpu.
- Bydd fideos o'r hyn sy'n bosibl nawr neu yn y dyfodol agos yn ddefnyddiol.

I rai, bydd mynediad i'r ystafell synhwyrdd yn flaenoriaeth.

I rai, bydd taliad uniongyrchol i ddarparu offer yn y cartref neu weithiwr cymorth i'w helpu i gyflawni eu nod y ffordd orau ymlaen.

Gallai'r staff a oedd yn darparu cymorth yn Nhŷ Nant Ddu a'r gweithgareddau eraill ddarparu cymorth un i un (allgymorth), gyda'r nod o ddatblygu arferion wythnosol newydd i bobl.

Ar hyn o bryd, nid yw Torfaen yn caniatáu defnyddio Taliadau Uniongyrchol i brynu gwasanaethau awdurdod lleol. Pe byddai hyn yn newid, byddai gan bobl fwy o reolaeth dros y gwasanaethau maent yn eu derbyn.

## **2) Cynllunio ar gyfer yr hirdymor**

Os oes canlyniadau lle mae gweithgareddau wedi eu cefnogi'n dda, yna efallai bydd y rhain yn ailgychwyn pan nad yw covid -19

bellach yn fygythiad. Ond dylid ystyried os yw, er enghraifft, cefnogi unigolyn neu grŵp bychan i fod yn rhan o randir lleol yn well nag ailgychwyn Bysedd Gwyrdd. Gallai'r posibilrwydd o gronni Taliadau Uniongyrchol i gefnogi grŵp bychan i gael rhandir fod yn ateb cost-effeithiol.

Os nad oes bellach weithgareddau grŵp rydych yn rhan ohonynt am hyd at 7 awr y diwrnod, gyda chlodiant ac ati, yna mae pobl yn debygol o fod yn fwy gofalus eu dewis o ran yr hyn maent ei eisiau. Gan nad oes 'ateb hawdd', bydd pob gweithgaredd yr un mor hawdd/anodd i'w drefnu ac efallai y bydd y dewisiadau yn wahanol.

Os yw pobl yn derbyn mwy o gymorth unigol, bydd ystyried cyfleoedd gwirfoddoli neu weithio yn bosibl fel rhan o'r pecyn cymorth. Mae'n debygol y bydd angen peth datblygiad staff, gan eu helpu i gysylltu gydag asiantaethau gwirfoddoli neu gynlluniau cymorth cyflogaeth.

# Appendix 1: More detailed evidence

## Gathering information

We had a plan for gathering information about what made a good day for people with learning disabilities and their families/carers.

1) We recruited a team of people with and without learning disabilities to do the work. We had three people without learning disabilities: Bryan, Lucy and Kim. We had five people with learning disabilities: Nicola, Simon, Alex, Gareth and Linda.

2) We had a group of people with experience of Day Opportunities who would check our work and give us advice. They were called the Reference Group. There were three people who attended Ty Nant Ddu and three parents of young people with Autism.

3) We read the report of work that had already been done called 'Better Future Lives'. This had a list of things that needed to get better. We used this list to tell us where to concentrate our work.

4) We visited the Day Opportunities and saw for ourselves what people did, how they were supported and asked them their opinions. After each visit we sat down and talked about the visit and filled in a reporting sheet. A blank reporting sheet is included in Appendix 2. We visited

- Sensory life
- Woodchips
- Farm friends
- Green wellies
- Countryside
- Real life
- Evolve
- Able Radio

- 5) We found out how people access Day Opportunities and the mixture of services that they use.
- 6) We arranged some meetings for parents and carers. One in Ty Nant Ddu and one in Crownbridge School Only 4 people came.
- 7) Social services selected 15 people who attend Day Opportunities. We have talked to them and their parents/carers to find out what they do now and what would be a good day for them.
- 8) We plan to talk to social workers about how people use direct payments to help them have a good day.
- 9) We talked to people who help people get into employment and with the Human Resources department in the Council about supported employment and whether people with learning disabilities can get help to get a job.
- 10) We talked to Community Connectors about how they have helped people with learning disabilities do things with community groups.
- 11) We plan to talk to accommodation providers to find out how support is organised during the evenings and at weekends.

## **Better Future Lives**

As a starting point we worked from the report Better Future Lives and the Gwent Charter. We found that few people had seen the report, so were not aware of the gaps in service that had been identified.

As a team, we looked at the report and identified actions that related to Day Opportunities, or having a Good Day. These are listed in Table 1. All together there were 57 gaps listed. Of these the following 11 were within the A Good Day project and were prioritised.

- 5 More coproduction of services and interventions in partnership with people with learning disabilities.
- 6 Ensuring there is separation of care and accommodation in supported living models
- 10 Coproduce produce accessible information for people with learning disabilities and carers
- 17 More support and creative thinking about employment
- 30 Things happening at weekends and evenings
- 31 Better easy to understand information about opportunities
- 33 Rethink what day services are for and can they enhance people's lives without being their whole life
- 37 Having safe community spaces
- 48 Planned transitions from child to adult life
- 56 Lack of flexible support
- 57 Working together needs to happen in relation to the individual, strengthening natural community support and public services

Table 1: Gap analysis of Better Future Lives – mapping to A Good Day and other ICF funded projects

Number	Gap identified	Part of A Good Day?	Priority?	Who can do something?
1	Better sex education, contraceptive and advice and support as a matter of course	Underpinning		ICF safer lives project
2	Training may be needed for professionals, especially those working in primary care (midwives, health visitors, and community nurses, GPs) to help them to identify vulnerable prospective or actual parents with learning disabilities and prepare them for parenting.	Underpinning		ICF safer lives project
3	Training for generic service providers and communities generally to increase their understanding and skills in engaging with people with autism and learning disabilities	Yes		
4	Multi-agency working across services using a standardised approach to assessment, intervention and support, including long-term support, with service protocols and outcome measures in place.	Underpinning		
5	More coproduction of services and interventions in partnership with people with learning disabilities.	Yes	Yes	
6	Ensuring there is separation of care and accommodation in supported living models	Yes	Yes	
7	Opportunities for professionals to shadow other professionals in different teams' maybe create learning secondment opportunities across organisations	Underpinning		

Number	Gap identified	Part of A Good Day?	Priority?	Who can do something?
8	Co-producing strategies, materials and tools with people who use service and where appropriate with carers and families	Yes		
9	Better evidence that services and interventions (including social work) make a difference	Underpinning		
10	Coproduce produce accessible information for people with learning disabilities and carers	Yes	Yes	
11	Developing joint commissioning arrangements and pooled budgets	Underpinning		
12	Use strength based, person-centred approaches in all organisations	Underpinning		
13	Ensuring a single practitioner – who should act as a 'named worker' – to coordinate care and support.	Underpinning		
14	More robust use of principles of mental capacity act especially for young adults	Underpinning		
15	Independent advocacy universally and equally available across the region	Underpinning		
16	Ensuring people have better support around managing their money	Yes		
17	More support and creative thinking about employment	Yes	Yes	
18	A Gwent Charter to make decisions based on these statements:	Done		
19	o We are adults. Treat us like adults			

Number	Gap identified	Part of A Good Day?	Priority?	Who can do something?
20	o We want you to treat people how you want to be treated			
21	o We want options – and we want the choice to be ours			
22	o We want the power to say ‘no’.			
23	o We have rights.			
24	o We want to be safe.			
25	o People who use services should help change services.	See 5 above		
26	o Friends are important.	Yes		
27	o The free bus pass is important	See 32 below		
28	Help for people to make friends and keep in touch	Yes		
29	Better support for people to have relationships	Underpinning		Safer lives
30	Things happening at weekends and evenings	Yes	Yes	
31	Better easy to understand information about opportunities	See 10 above	Yes	
32	Help to travel safely	Yes		Travel Buddies – Karen Morgan
33	Rethink what day services are for and can they enhance people’s lives without being their whole life	Yes	Yes	Lynne, SWorkers
34	Better information and support about work and benefits	See 17 above		
35	Learning and support about starting businesses	See 17 above		
36	Opportunities to use direct payments differently	Yes		

Number	Gap identified	Part of A Good Day?	Priority?	Who can do something?
37	Having safe community spaces	Yes	Yes	Safe places scheme – Torfaen People First
38	Learning about money and improving money skills	See 16 above		
39	Commissioning needs to involve the person with learning disabilities and their parent/carer.	Yes		
40	Developing opportunities to micro-commission using direct payments.	Yes		
41	Rethinking social worker role and link with commissioning. How are identified needs translated into what services are commissioned.	Yes		
42	More opportunities for people with learning disabilities to run, or be involved in running, services	See 5 above		
43	Involvement of people with learning disabilities in developing new opportunities and new services	See 5 above		
44	Use of person centre communication needs to be better developed including the use of technology	Check with Jim		
45	Access to high quality postural care including hydrotherapy and physiotherapy	Check with Jim		
46	Developing high quality sensory interventions	Check with Jim		
47	Developing high quality, creative, flexible provider market	Underpinning		
48	Planned transitions from children's to adult life	Yes	Yes	

Number	Gap identified	Part of A Good Day?	Priority?	Who can do something?
49	Develop/implement competency framework for commissioners, providers and care workers	Underpinning		
50	Improved monitoring of provider outcomes	See 9 above		
51	Access to good practice and sharing this information amongst providers	Underpinning		
52	Information and support around tenancy and housing rights in accessible formats	Underpinning		
53	Creation of positive blame free cultures in public sector bodies	Underpinning		
54	Council and public bodies have strategies/policy to actively employ people with disabilities and autism.	See 17 above		
55	A change in attitudes around work is needed, from Job Centre Plus workers, to employers, to parents and people with learning disabilities themselves	See 17 above		
56	Lack of flexible support	See 6 above	Yes	
57	Working together needs to happen in relation to the individual, strengthening natural community support and public services	Yes	Yes	

## Visiting Day Opportunities

People attending Day Opportunities say

- they are happy with what they do
- they would like to do more things.

In general people who attended Day Opportunities were well engaged in the activities and seemed happy to be there. Several people told us about how they used to attend more days in the week, and were bored at home when they were not at the activity.

The team noted the following aspects of the Day Opportunities. They were:

- safe
- people had some choice about what they did
- some were more 'work-like' and people had less choice
- staff were interested in people and supported them well

There were access issues with some opportunities not being fully accessible. This restricted the opportunities that Nicola (a wheelchair user) could attend.

People we talked to sometimes didn't know about all the opportunities. We are not sure that they had a real choice when they made the decision about what to do.

In the Council run activities they sometimes make things and sell them. It wasn't clear where the money went. Woodchips and Green Wellies in particular spoke of making things to sell. At Evolve they make cards that are sold in a number of local care homes for the elderly and other places. The funds are kept to one side for celebrations.

Some people have been in Day Opportunities for a long time. Some could get work that pays – but there is no-one to help them find work. The Team lead responsible for Working Life service said he had assisted a couple of people to get employment, but he didn't have the time to do all the leg work required.

## **Visiting people and their parents/carers**

We have spoken to five people who attend Day Opportunities and their parents/carers and six other parent/carers.

People with learning disabilities, their parents/carers and some staff we talked to sometimes didn't know about all the opportunities.

Parents spoke of Day Opportunities as 'Big School' or 'work'.

Parents reported that sometimes the implications of applying for a benefit were not clearly laid out. They also reported being given a relatively short list of options for services. We are not sure that the people with learning disabilities have had a fully informed and real choice when they made the decision about what to do.

Some parent/carers reported having difficulty finding support workers. One person reported difficulties with the new direct payments system.

Parents say that sometimes daily life is a struggle.

Parents often feel they don't have enough information.

Parents say that they and people they know are afraid of change because they have worked hard to get the support they have.

Parents say that the person they care for often stays at home when there is no support to take them to activities or no transport

## Talking about Employment

A few people are getting work, but a lot of people say they want to work. We have been told that:

- the Council wants to set up supported employment
- Employability services can help people with learning disabilities
- Elite host a project called Engage to Change that can help people aged 18-25. They say they have helped 7 people
- Growing Space has a project No More Barriers that has helped several people

We have had meetings with managers in Torfaen CBC Human Resources and Employability Services. They have told us that Torfaen CBC intends to set up a supported employment scheme. There are a number of risks or potential blocks to this:

- The Council wants to have a dedicated job coach role within the Council to identify suitable roles, liaise with managers and staff, match with a potential employee and support the employee for at least the first six months. This needs funding and there is not currently the budget within the Council to do this.
- The Council wants a scheme that is for all parts of the Council, not just say, Environmental Services. This is good in establishing the expectation that supported employment is available in all departments, but also means that the policies and procedures have to work across the whole Council. This may delay things and also prevent some flexibility within a service or department.
- The council want it to work and feel the need to build some momentum in the scheme before rolling it out. This also risks delay in implementation and also means that the first few placements are seen as 'having to work'. This approach rather than a 'learning from mistakes' approach means that



Thrive). Communities for Work provides support for people in certain localities to find work.

We have been told that a number of adult learning tutors and staff in the employability service have experience in working with people with learning disabilities, and that these staff would be available to support people who are referred.

The manager of employability services also indicated that there were many employers who were waiting for placements, and that matching work hunters with a work placement would be possible.

Further discussion also indicated that a cohort of people from Day Opportunities might be able to do a short (several month) course aimed at giving them the work place skills and job seeking skills needed. This would be funded provided elements of basic literacy and numeracy were integrated into the bespoke course. This could also incorporate a work placement as a volunteer in a café at Powerhouse.

Engage to Change is available for adults with a learning disability who are under 25. It provides a paid work placement for 6 months, so the employer can try out a person with a reduced financial risk. There is a team based in Pontypool, but we have been unable to have a meeting so far.

The Growing Space 'No More Barriers' project aims to help people with learning disabilities and/or mental health issues to find employment. They help people to write a CV, give them supported work experience in their café or within other projects and seek to match them with available opportunities for work placements with employers.

Torfaen Leisure Trust have employed several people with learning disabilities in their leisure centres. They also have opportunities for work placements in ground works and café work.

Considering the people attending Day Opportunities, the manager of Life Works says that he has assisted several people to get employment that has used the skills they gained in the Countryside Day Opportunity. The employment was sustainable

but took a long time to arrange and used his personal and professional relationships with the employers.

## Talking about social lives

Meeting up with friends and doing things together is important for people. We have found out that:

- The Gateway club meets every week and is popular
- People can go along to Synergy at Cwmbran stadium
- People who go to Evolve sometimes have an evening social that is free
- The My Mates project works across Gwent but doesn't have many people from Torfaen involved
- Many people say they haven't heard about Torfaen People First
- Some people have been helped to start new activities by Community Connectors, but it doesn't always work
- Transport and support outside of 9-4 Mon-Fri are problems for some people.
- Growing Space is starting a Travel Buddies scheme to help people be more independent.
- People attending Day Opportunities value the social interaction that regular activities provide.
- People who move activities often those they were with, but are often not supported to maintain those relationships.

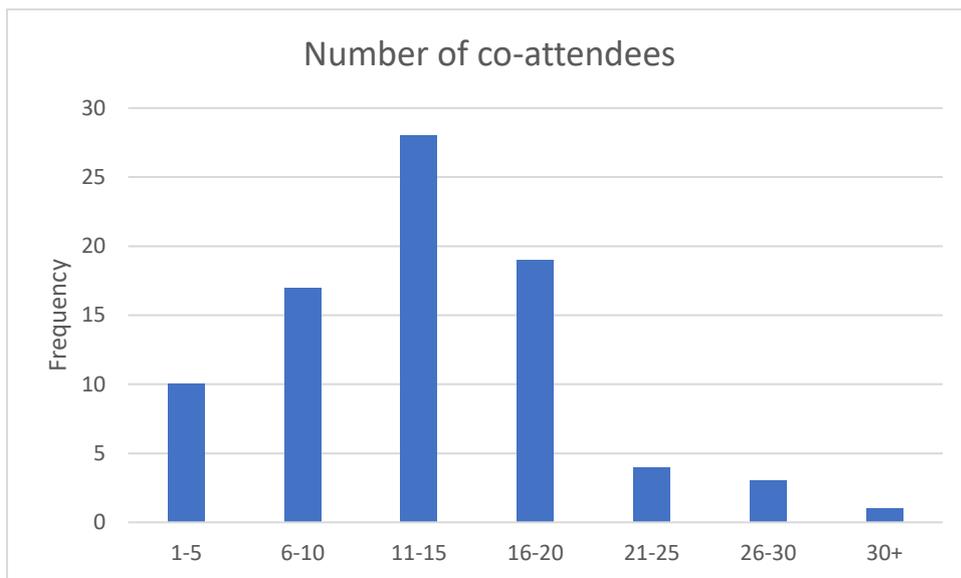
We looked at the social interactions of the people attending Day Opportunities. Two research projects have indicated that people with learning disabilities in the UK have an average of 32 or 22 people in their social networks with ranges from 7 to over 50<sup>5</sup>.

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<sup>5</sup> Bhardwaj, A.K., Forrester-Jones, R. and Murphy, G.H. (2017) Social networks of adults with an intellectual disability from south Asian and white communities in the United Kingdom: a comparison. *Journal of Applied Research in Intellectual Disabilities* 31 (2). pp. 253-264. ISSN 1360-2322. DOI <https://doi.org/10.1111/jar.12351>  
Forrester-Jones, R., Cambridge, P., Carpenter, J., Tate, A., Beecham, J., Hallam, A., Knapp, M.R.J., Coolen-Schrijner, P. and Woof D (2006) *The Social Networks of People with Intellectual Disability Living in the Community 12 Years after Resettlement from Long-Stay Hospitals*.

These networks are greatly biased towards family and Day Opportunities. This compares to over 124 for the general population<sup>6</sup>. For the 82 people who attend the Council provided Day Opportunities, they attend an average of just under three times a week in groups that range from 1:1 to 11. The attendees have between two and 35 people that they attend groups with. This is shown in the graph overleaf, with most attendees having 11-15 other people they are in groups with.

Given the low number of people that people with learning disabilities know, this is likely to represent a large proportion of the social relationships that they have. Therefore any plan to move people on from Day Opportunities must take into account the likely loss of social connections.



## Evidence from Care and Support Plans

We have looked at a sample of Care and Support Plans (CASPs) and it seems that

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Journal of Applied Research in Intellectual Disabilities, 19 (4). pp. 285-295. ISSN 1360-2322. DOI <http://dx.doi.org/10.1111/j.1468-3148.2006.00263.x>

<sup>6</sup> Hill R.A. and Dunbar R.I.M. (2003) Social Network size in humans. Human Nature, Vol. 14 (1), pp. 53-72

- The plans concentrate on the services that people receive rather than the goals or outcomes that they have
- The plans seem to be about maintaining what a person has rather than having aspirations for a better life
- More people than we expected have been categorised as not having the mental capacity to make their own decisions. We are checking whether the evidence provided backs up these decisions.

## About Direct Payments

In May 2020, the following information was provided about the use of Direct Payments in Torfaen:

There are 35 people with LD receiving DP

Number of LD with PA	22
Number of LD with Agency	1
Number of LD with Leisure Card	3
Number of LD with Day Service	5
Number of LD with Respite	4
Number of LD with Respite as 2nd Service	3

This shows that approximately 1 in 10 of people receiving services are using Direct Payments. This is similar to other areas of Wales, but not as many as the best practice areas.

There are set hourly rates for support workers employed by Direct Payments. This includes elements for national insurance and pensions etc. When a person is offered a Direct Payment it is usually linked to a number of hours support a week, making the budgeting easier for the person receiving the payment.

There are no examples of people pooling their Direct Payments.

Recently, the support for people to manage their Direct Payments was taken 'in house'. The service is now established, and the team are looking to increase the number of people receiving Direct Payments.

During Lockdown, in different areas of Wales, Direct Payments have been used to:

- PA's self-isolating with DP recipients that LA provided additional beds within the DP recipients home so that continual support can be provided safely
- PA support changing to meet the change in need by phone support, face time, collecting and delivering shopping and medication.
- PAs talking people through tasks remotely
- PA and child were linking up over facetime onto a big screen in order to undertake activities together to keep continuity for the child by seeing the PA at the regular times/days.
- PAs thinking and initiating ways to entertain a child in order to continue working
- PA supporting someone with LD to maintain structure to their day. Timetable compiled with a different activity every hour including the PA going to the home in order for the person to go for a walk everyday which gave parents a break.
- Laptop to support alternative social contact via technology.
- Pay as you go mobile phone to enable appropriate daily contact with PA.
- Garden chair to enable a child with complex needs to have their own quiet space away from the family.
- Treadmill to support exercise and excessive energy issues.
- Bicycle to support exercise, activity and daily routine.
- Gardening equipment to support activity of interest, time away from family etc.

- Outdoor play equipment to provide stimulus, activity away from family etc.
- Air B&B to provide respite in a safe environment away from family home with people vulnerable to the virus.
- Desk and chair to support daily educational activities.
- T.V and small sofa to create safe space for young person to have time away from their family.
- Basketball hoop – To support activity of interest to the young person. Something to stimulate and engage the person away from their immediate family.
- Magazine subscription
- Educational Apps
- Headphones to help a young person who was unable to tolerate the noise from his siblings 24/7.
- Play equipment – Used to support young child, but also to enable family to develop play skills.
- Cross trainer – To support person to maintain exercise routine as local gym is closed.
- Garden chair to help create a safe space for the child to have quiet times away from family.

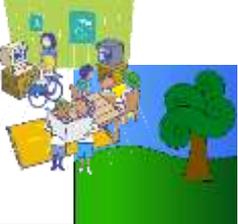
In each of these cases there is a clear rationale for the use of Direct Payments, linked to outcomes and taking into account the living situation and finances of the person.

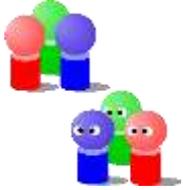
## Appendix 2: Tools we used

We used the following tools to gather and record information.

- We took notes of all team meetings and reference group meetings
- We had a reporting sheet for site visits
- We had an information sheet and a consent form for people we interviewed.
- We had a list of questions for interviews with people with learning disabilities and their parents/carers.
- We used excel spreadsheets to keep track of project activities and report to ICF.
- We communicated using Facebook Messenger, text, phone and email.

# A Good Day

	Name of Day opportunity
	How do people get here?
	Indoors or Outdoors?
	Are the signs good?
	Is it accessible?
	Food / drink – provided or bring your own?
	Are there any safety concerns?

	<p>Are people happy?</p>
	<p>Are people supported well?</p>
	<p>How do staff and people communicate?</p>
	<p>Are staff patient?</p>
	<p>Can people do what they want?</p>
	<p>Are there enough support staff?</p>
	<p>Filled in by</p> <p>Helped by</p> <p>Date</p>

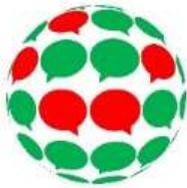
Notes



## A Good Day - Summary



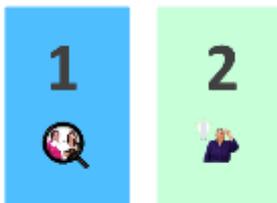
Torfaen County Borough Council want to know what a Good Day is and how they can help people have good days



Barod is doing the work



**Jim Wright is in charge**



There are 2 stages in the project



Stage 1 – Fact finding and consultation



Stage 2 – Trying out new ideas



## Stage 1

### Fact finding and consultation



We will talk to:



People with Learning Disabilities



Parents and Carers



People who provide support



**We will ask them**



What happens in your day now?



What would you like to happen in your day?



What opportunities are available locally?



What is needed for changes to happen?



We will run events to help people to see what is possible



We will write a report



We will recommend  
3 things that can change



The report will be checked by the Reference Group



Decision makers will make plans



## Phase 2 – trying out new ideas



The new ideas will start in April 2020



We will check that things are getting better in the first year



So that changes last.



Any questions?



Phone Lucy on 07773467478

Bryan Collis

2 October 2019

# A Good Day

## CONSENT FORM

PARTICIPANT ID:



## About Me



**My Name is** *(please print):*



**Please read the information sheet about A Good Day**



**Please ask any questions you have**



## Taking part in A Good Day



I have read and understood the information sheet about A Good Day



I have been given the chance to ask questions



I agree to taking part in A Good Day



I agree to being recorded or being in a video



I am volunteering to take part. I know I can withdraw from the project at any time.



## Using my information in A Good Day



I understand that my personal details will not be shared to people outside the project



I understand that my words may be quoted in reports, web pages and social media



You can use my real name when you tell people what I have said

**Please sign so we can legally use your information**



I agree to my information being used in the A Good Day project

Signed by me

Date

**Questions for Parents / Carers**

1) Are you happy with the service being provided?

2) What could we change about the service / what would make it better?

3) What do you see happening for (name of person) in the future?

4) What opportunities are there for (name of person) outside of the service?

5) Do you find transport an issue for (name of person)?

6) What have you tried already that hasn't worked? Why hasn't it worked?

7) What would make a good day for you?

**Questions for people who use services**

1) What services do you already access

2) What other services/activities would you like to try?

3) How do you get to and from Day Opportunities and services?

4) How many days do you attend Day Opportunities?

5) What would you like to do in the future?

6) What do you do in your spare time? (Social Life)

7) Who helps / support you? (Important / significant people)

## Appendix 3: How we co-produced the work

### The Team

We recruited a mixed team of people of different ages, gender and experience of services:

Bryan: Team Leader. Worker Director at Barod CIC. Bryan does training, research and evaluation.

Lucy: Research, Coproduction and Development Officer, Torfaen CBC. Lucy was a play worker with Torfaen CBC. She is the backbone to the team.

Simon: Worker, Barod CIC. Simon is also Co-chair of AWPf National Council, Chair of Cardiff People First and a Gig Buddies Ambassador.

Alex: Gwent Charter Ambassador. Alex joined the team to provide his experience in self advocacy with Newport People First and his understanding of services.

Gareth: Gwent Charter Ambassador. Gareth lives in Torfaen and knows lots of people.

Kim: A researcher from Cardiff University. Kim used to be a manager of day services in England.

Nicola: A self advocate, volunteer and activist from Torfaen. Nicola wanted her first paid job and so joined the team. Sadly Nicola died in November.

Lynda: A member of Torfaen People First. Lynda doesn't use services, but wanted to help things change.

Anne: A worker with Barod CIC. Anne does social research and has years of experience working with people with learning disabilities.

The Team (Lucy and Anne are missing)



Everyone was paid for their work. Bryan, Simon and Anne were paid the living wage by Barod. Alex, Gareth, Nicola and Linda were paid the national living wage by Growing Space, who were reimbursed by Barod. Kim was initially paid by Barod, but changed her role and became a researcher for Cardiff University within the project. Lucy was employed by Torfaen CBC and was paid at spine point XX.

Lucy had an enhanced DBS check as part of her employment with Torfaen CBC before joining the Team. The other members of the team were not DBS checked as their contact with vulnerable adults was not going to be long enough in one setting or often enough to be eligible for a DBS check.

During the work we experienced some difficulties with health and Nicola had a sudden illness and died in November 2019. We were undergoing recruitment work with members of the Independent Living group at Pontypool College when Coronavirus caused the project to be suspended.

## Working practices and roles

Bryan and Lucy were the team leaders and made sure meetings happened, reported to Jim, the manager in Social Services, and to Samantha, the person looking after A Good Day in the Independent Care Fund, our funder. They also ensured timesheets were kept and returned to Barod or Growing Space.

Bryan authorised travel or subsistence expenses. These were reimbursed in cash at Team meetings when a VAT receipt was provided.

After team training, we organised into pairs or threes for site visits, interviews and meetings with professionals. The team decided who did which meetings based on availability and having a male/female and learning disabled/non learning disabled mix. Sometimes the team decided that the pair/three would not have a person with learning disabilities if it was going to be very technical.

Data collection tools were designed together and interview questions and site visit records are shown in Appendix 2.

When arranging the interviews for the case studies we worked initially as two pairs, making the phone calls to arrange the visits. However, it fell to Lucy to complete this work with those who didn't answer during our session.

Nicola typed up notes of team meetings and kept us on our toes about communication.

Lucy typed up notes of site visits. She also read the CASP forms and other information on Social Services's IT system. As an employee of Torfaen CBC she could do this.

Bryan and Kim kept their own notes of meetings.

Bryan led some training for the team on:

- What is coproduction
- What is evaluation
- Data protection and confidentiality

- How to do site visits
- How to do interviews and
- How to arrange interviews.

Lucy and Bryan kept the electronic filing system up to date.

We held meetings at Ty Nant Ddu, Canalside, Torfaen Voluntary Alliance and the Environment Centre. Team members were responsible for their own travel arrangements, but lifts were available if needed. Gareth, Simon and Linda generally travelled by bus. Alex got a lift from his parents. Kim, Lucy and Bryan owned cars. Nicola used an accessible taxi. All travel expenses were reimbursed by Barod.

Team meetings were generally led by Bryan or Lucy. They were held weekly from early October.

Reference Group meetings were chaired by Nicola, Simon, Gareth and Bryan. The agenda was prepared at the team meeting before the Reference Group.

The team met to discuss the findings at different stages of the project. Often this was a short part of a normal team meeting.

The framework for the report was discussed by the team and it was agreed by the Reference Group that the report would be in everyday English, with the main text being a shorter version. Details for professionals and decision makers would be included as appendices.

## **The Reference Group**

The Reference Group's role was threefold

- To advise the team on how to go about the work
- To read the report and comment on the ideas for the projects in year 2
- To receive reports on progress and advise/help solve problems

The membership was:

- three people who attended Day Opportunities run by Torfaen CBC. These were supported by two centre staff
- three parents of people who used Day Opportunities or whose children were in transition.
- the team

The meetings were chaired by one of the Team. When possible, this was a person with learning disabilities.

The venue was Ty Nant Ddu as this was familiar to those who attended Day Opportunities, was fully accessible and had car parking and a bus stop.

The agenda was in easy read and was circulated the week before the meeting.

All items were spoken about in full, so people who could not read were not at an immediate disadvantage. If papers were prepared, they were in everyday English.

Notes were taken, or work on flipcharts kept and written up by a member of the team.

## Appendix 4: Crisis management – keeping people safe and well

The following decisions and actions are for anyone in the current situation who may need support during lockdown and the following months.

1) If a person is in lockdown or unable to do their usual activities, help them to plan and keep to **a daily and weekly routine** that helps you to make decisions about what to do next, and keeps their body in some kind of rhythm. (go to 2)

2) Identify the primary need:

a) carer support (go to 3)

b) activity (go to 4)

c) social contact (go to 7)

3) The carer needs support. Are there safeguarding concerns if no support is given?

If yes, then support needs to be given to prevent harm. This could be outreach work to support the carer, occupy the person cared for in their own home, take them out (see under activity) or provide respite care.

If there are no safeguarding concerns, facilitate community based support or provide support to enable the carer to cope.

4) Activity is needed. Is the person shielding?

If Yes, go to 5. If No go to 6.

5) If shielding,

a) Seek to provide Coronavirus specific volunteering or fundraising ideas the person can do at home (eg Captain Tom). This focuses on things that have value and give a reason to get up.

b) suggest suitable inclusive exercise guidance on line. Could local physiotherapist do some seated exercise on-line?

c) provide or support to choose a craft kit or other things that can be done at home.

6) If not shielding,

a) Any of the three ideas for those shielding can also be used.

b) Support the person to risk assess going out of the house to get exercise, do shopping, etc. The use of cash may be a problem, so seeing if a Debit Card can be used or obtained can be considered.

c) If the person has a work placement or volunteers or has employment, support the provider/employer to do a risk assessment.

7) Social contact is needed. Is the person able to be 'on line'?

If No, go to 8. If Yes, go to 9. If already on line, go to 10.

8) If the person cannot access social contact digitally, provide phone calls and call on the person and have a doorstep/front garden chat, talking from a safe distance. This could be done as often as needed.

9) If the person has the possibility to be 'on line', assist them to get a router, dongle, phone account with data, laptop, iPad or smart phone. If they have a managed budget, this could be used, or a community grant scheme could be set up.

Support the person to set up the device and download any apps needed. An outreach visit or visits may be necessary.

Once the person is on line, are there apps they can use easily (Zoom, Messenger, Whatsapp, Zoom, Facebook, Twitter). If yes, support them to get them installed and provide outreach or remote support to get them using them.

10) Provide support to access on-line resources. At a minimum provide weekly updates to people on what is available on line. Examples include the Keeping Safe website, Gig Buddies online karaoke and quiz events that are run by self advocacy organisations. More intensive remote support might include inviting people to a watch party on Facebook, or using Messenger or Zoom to provide a daily video call.

This should supplement some face to face contact on doorsteps.

This needs to be supported by Information, Advice, Assistance and Content.

### **Information.**

The local authority needs to be in contact with what is going on locally in terms of community activity that is coronavirus specific. Some form of central shared information resource needs to be used, and made accessible to people (easy read, videos?)

An information strategy and process need to be set up, so that:

- new or self organising activities know who to tell or where to send information,
- existing informal networks are sent information proactively, either by email, social media or in hard copy
- an accessible version of information is communicated
- mainstream information resources are used, eg libraries and community hubs.

## **Advice**

As well as information, people should be able to access support to interpret and use the information. This might be a phone number or a web chat facility, so people can talk to a real person who can help them decide what activity or opportunity is best for them. Torfaen People First may have some people able and willing to help provide this.

## **Assistance**

This is where a community connector role is essential. They may work remotely and support people to access on line resources or events. Or a more intensive support worker role would check up on progress or engagement on a weekly basis and troubleshoot or suggest new things as they become available. People could be encouraged to support one another remotely, contacting friends, suggesting they join in on line events.

## **Content**

Finally, Day Opportunity providers should facilitate people or provide on line resources that are relatable (ie a Zoom meeting where you meet up with people from your day opportunity or a craft or skill demonstration by a person). On line quizzes or competitions can provide opportunities for social interaction and learning and activity that support wellbeing.

These support mechanisms may be the only ones available during lockdown or for people self isolating or shielding. However, as daily lives become less restricted, they provide a platform for growing a shared community led way of providing support.