

Asesiad

Uned 444 Cefnogi'r broses asesu a
chynllunio gofal a chymorth

Canlyniad Dysgu 1

Assessment

Unit 444 Support the assessment and
care and support planning process

Learning Outcome 1

Facilitator Notes

Refer learners to the Code of Practice- Part 3 Social Services and Wellbeing Wales Act 2014

Mae'r adnodd hwn wedi'i ddatblygu mewn partneriaeth â'r Consortiwm Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar ran Gofal Cymdeithasol Cymru. Mae'r consortiwm yn cynnwys y partneriaid canlynol:

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Gofal Cymdeithasol Cymru a'i gynghorwyr penodedig sy'n berchen ar hawlfraint y deunyddiau hyn. Gall darparwyr dysgu, awdurdodau lleol a darparwyr gwasanaethau gofal yng Nghymru gopïo, atgynhyrchu, dosbarthu neu drefnu bod y Rhaglen Ddysgu Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael fel arall i unrhyw drydydd parti arall ar sail ddrielw yn unig. Rhaid i unrhyw bartïon eraill sy'n dymuno copïo, atgynhyrchu, dosbarthu neu fel arall wneud y Rhaglen Ymarferwyr Gwasanaethau Cymdeithasol (SSP) ar gael i unrhyw drydydd parti arall geisio caniatâd ysgrifenedig Gofal Cymdeithasol Cymru ymlaen llaw.

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Sgiliau Astudio / Study Skills



Cyfeirnod / Referencing



Darllen / Reading



Ysgrifenu / Writing



Myfyrdod Beirniadol /
Critical Reflection



Cyfathrebiad /
Communication



Gwaith Grŵp / Group Work



Cyflwyniad / Presentation



Ymchwil / Research



Sgiliau rhyngpersonol /
Interpersonal Skills



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Sgiliau Astudio Cudd / Hidden Study Skills

Peidiwch ag anghofio bod amrywiaeth o sgiliau wedi'u gwreiddio, gan gynnwys...

Trefniadaeth

Cadw amser

Cynllunio

Cymryd nodyn

Cynllunio Traethawd

Gwrandawriad

Datrys problemau

Penderfyniadau

Cwestiynu

Siarad yn effeithiol

Cyfathrebu llafar

Efallai y bydd rhai o'r rhain yn rhan o'ch sgiliau rhyngpersonol hefyd.

Don't forget there are a range of skills embedded including...

Organisation

Time keeping

Planning

Note taking

Essay planning

Listening

Problem solving

Decision making

Questioning

Effective speaking

Verbal communication

Some of these may form part of your Interpersonal Skills too.



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Nod- Darlith 1

Aim- Lecture 1

I gael gwell dealltwriaeth o'r broses asesu yng Nghymru

To gain an increased understanding of the assessment process in Wales



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Modelly gan
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Amcanion

Objectives

Deall y fframwaith deddfwriaethol sy'n sail i'r broses asesu yng Nghymru

To understand the legislative framework that underpins the assessment process in Wales

Disgrifio'r hyn a olygir wrth ddull asesu sy'n canolbwyntio ar ganlyniadau

To describe what is meant by an outcome orientated approach to assessment

Disgrifio pam ei bod yn bwysig canolbwyntio ar gryfderau a galluoedd unigolyn

To describe why it is important to focus on an individuals strengths and capabilities



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Beth yw asesiad?

Mae asesiad yn broses lle cesglir gwybodaeth o amrywiaeth o ffynonellau, a fydd yn cynnwys yr unigolyn, teulu, ffrindiau, gweithwyr proffesiynol allweddol sy'n ymwneud â bywyd yr unigolyn er mwyn datblygu darlun o amgylchiadau unigolyn.

(Parker a Bradley, 2014:3).

What is an assessment?

An assessment is a process where information is gathered from a range of sources, which will include the individual, family, friends, key professionals involved in the individuals life in order to develop a picture of an individual's circumstances.

(Parker and Bradley, 2014:3).



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Facilitator Notes

Welsh

Ymarfer wedi'i lywio

Beth yw prif ffocws asesiad

Mae hyn wedi'i wreiddio mewn **gwybodaeth** – deddfwriaeth, polisi, theori, dulliau, modelau a dulliau, ymchwil ac ati.

Ac

Ymarfer beirniadol, myfyriol – mae hyn yn osgoi arfer arferol

Ymarfer Myfyriol – blaenorol, yn ystod, dilynol.

yn cysylltu â'r Sgwrs Yr Hyn sy'n Bwysig , pwysigrwydd meithrin perthnasoedd, cysylltu â mabwysiadu dull sy'n canolbwyntio ar gryfderau

English

Is informed practice

What is the primary focus of an assessment

This is rooted in **knowledge** – legislation, policy, theory, methods, models and approaches, research etc.

And

Critical, reflective practice – this avoids routine practice

Reflective Practice – prior, in, subsequent.

linking to the What Matters Conversation , the importance of building relationships,
connecting to adopting a strength based approach

Y broses asesu?

- Beth yw'r tri cham i asesiad?
- Casglu gwybodaeth
- Dadansoddiad
- Penderfyniad

The assessment process?

- What are the three steps to an assessment?
- Gather information
- Analysis
- Decision



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Facilitator Notes

Welsh

gofyn y cwestiwn a gofyn i fyfyrwyr weiddi'r atebion.
Yna ewch trwy bob cam.

casglu gwybodaeth – mae hyn yn rhan hanfodol o'r broses. Mae angen i'r asesiad fod yn gymesur â'r angen. Ystyriwch pwy y gallai'r unigolyn fod eisiau ei gynnwys yn yr asesiad, pwy sydd angen i chi ei gynnwys? Dull sy'n canolbwyntio ar ganlyniadau gan gynnwys y canlyniadau llesiant

dadansoddi – ydyn ni wedi profi neu wrthbrofi ein damcaniaethau. Sut mae ein canfyddiadau yn effeithio ar yr unigolyn? Ar ba ddamcaniaeth/ymchwil rydyn ni'n dibynnu i wneud synnwyr o'r sefyllfa?

Pa eiriau ydych chi'n mynd i'w defnyddio i sicrhau bod yr unigolyn yn deall yn iawn pam eich bod wedi dod i'r penderfyniad/canlyniad?

pendrefyniad – a oes gan yr unigolyn hwn angen cymwys?

Mae'r tri cham hyn yn bwysig gan y gall ein helpu i arafu ein meddwl a'n hatal rhag mynd o gasglu gwybodaeth i ddatblygu cynllun.

English

Ask the question and request students shout out the answers.
Then go through each stage.

gather information – this is a crucial part of the process. The assessment needs to be proportionate to the need. Consider who the individual might want to include in the assessment, who do you need to include? Outcome focused approach including the wellbeing outcomes

analysis – have we proved or disproved our hypotheses. How do our findings impact on the individual? What theory /research are we relying on to make sense of the situation? What words are you going to use to ensure the individual fully understands why you have reached the decision/outcome?

decision – does this individual have an eligible need?

These three steps are important as it can help us slow our thinking down and prevent us from going from gathering information to developing a plan.

Cod Ymarfer Proffesiynol

Code of Professional Practice

- 3.2 Gweithio mewn partneriaeth â chydweithwyr a gweithwyr proffesiynol eraill i hyrwyddo llesiant, llais a rheolaeth unigolion a gofalwyr
- 3.2 Working in partnership with colleagues and other professionals to promote the wellbeing, voice and control of individuals and carers

Facilitator Notes

Welsh

Gellir galw hyn hefyd yn gydgyngyrchu

English

This can also be termed as co-production

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014

- Beth yw prif ffocws asesiad?
- Rhaid i asesiad geisio nodi'r canlyniadau y mae'r person yn dymuno eu cyflawni ac asesu os – ac os felly, i ba raddau – y mae angen darparu gofal a chymorth (neu gymorth yn achos gofalwyr);
- gwasanaethau ataliol; gwybodaeth, cymorth neu gyngor; neu faterion eraill a all gyfrannu at gyflawni'r canlyniadau hynny.
- Adeiladu ar gryfderau unigol

Social Services and Well-being (Wales) Act 2014

- What is the primary focus of an assessment?
- An assessment must seek to identify the outcomes that the person wishes to achieve and assess whether - and if so, to what extent - the provision of care and support (or support in the case of carers) is required;
- preventative services; information, assistance or advice; or other matters may contribute to the achievement of those outcomes.
- Building on individual strengths



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Facilitator Notes Gofynnwch y cwestiwn a gwahoddwch y myfyrwyr i fyfyririo am ychydig funudau ac yna cynnig rhannu eu myfyrdodau gyda'r grŵp cyfan.

Rhaid i bob asesiad gael ei wneud mewn modd y mae'r awdurdod lleol yn ei ystyried yn gymesur dan yr amgylchiadau. Rhaid i asesiadau gynnwys y person ei hun (ac unrhyw berson sydd â chyfrifoldeb rhiant drosto) a lle bo'n ymarferol, ei ofalwr; neu yn achos asesiad o ofalwr, y person y maent yn darparu neu'n bwriadu darparu gofal ar ei gyfer.

<http://gov.wales/topics/health/socialcare/act/resources/?lang=en>

Beth yw ystyr asesiad cymesur? Myfyrwyr i drafod, nid asesiad byr yn unig mohono.

Rhaid i asesiadau hefyd gynnwys atgyfeiriadau at wasanaethau eiriolaeth pe bai angen hynny. Os oes eiriolwr eisoes yn ei le, mae angen iddo/iddi gymryd rhan.

Ask the question and invite students to reflect for a few minutes and then offer to share their reflections with the whole group.

All assessments must be undertaken in a manner that the local authority considers *proportionate* in the circumstances. Assessments must involve the person themselves (and

any person with parental responsibility for them) and where feasible, their carer; or in the case of an assessment of a carer, the person for whom they provide or intend to provide care. <http://gov.wales/topics/health/socialcare/act/resources/?lang=en>

What is meant by a proportionate assessment? Students to discuss, it is not simply a short assessment.

Assessments must also include referrals to advocacy services should this be needed. If an advocate is already in place, they need to be involved.

Dull sy'n canolbwyntio ar gryfder

Swyddogaeth y broses asesu a chynllunio yw nodi'r

- sgiliau
- galluedd
- cymorth
- adnodd

sydd ar gael i unigolyn o'r tu mewn iddo, ei deulu a'i gymuned y gellir ei drefnu i ddiwallu ei anghenion gofal a chymorth a hybu ei lesiant

Strength based approach

It is the function of the assessment and planning process to identify the

- skills
- capacity
- support
- resource

available to an individual from within themselves, their family and their community that can be organised to meet their care and support needs and promote their well-being

Welsh

Ategir hyn gan y 'Sgwrs Beth sy'n Bwysig.' Mae'r hyn sy'n bwysig i'r unigolyn yn amlwg yn ganolog i'r broses asesu a gall helpu i greu cyfleoedd ar gyfer newid os oes angen.

Mae modelau ymarfer sy'n canolbwyntio ar gryfderau yn herio dulliau sy'n canolbwyntio asesu ar 'beth sydd o'i le', problemau a gwendidau ac yn ceisio, yn lle hynny, adeiladu ar wybodaeth, galluoedd a chyflawniadau'r person sy'n cael ei asesu. *"Mae dull sy'n canolbwyntio ar gryfderau at ofal, cymorth a chynhwysiant yn dweud, gadewch i ni edrych yn gyntaf ar yr hyn y gall pobl ei wneud gyda'u sgiliau a'u hadnoddau a beth all y bobl o'u cwrmpas ei wneud yn eu perthnasoedd a'u cymunedau. Mae angen i bobl gael eu gweld fel mwy na'u hanghenion gofal yn unig – mae angen iddynt fod yn arbenigwyr ac yn gyfrifol am eu bywydau eu hunain."* (Alex Fox, Shared Lives)

Mae'r dull sy'n canolbwyntio ar gryfderau yn ymwneud â lleihau dibyniaeth a herio'r 'diwylliant presgripsiwn' ond hefyd, yn hollbwysig, amddiffyn annibyniaeth, gwytnwch, dewis a llesiant y person. Yn ymarferol, gallai olygu unrhyw beth o'r ffordd y mae ymarferydd / asesydd yn ymdrin â thrafodaethau am anghenion cymorth i ddarparu gwasanaethau sy'n canolbwyntio ar ail-alluogi neu sefydlu a chryfderau.

Mae dulliau sy'n canolbwyntio ar gryfderau yn gofyn am set wahanol o sgiliau gan aseswyr. Yn benodol, y gallu i helpu pobl i nodi ac archwilio cryfderau ac yna gwneud defnydd creadigol ohonynt i oresgyn rhwystrau a chyflawni canlyniadau.

Dylai'r asesydd ystyried mewn ffordd gyfannol gryfderau a galluoedd y person ei hun, ac ar gyfer plant, rhai ei deulu a'i berthnasau, a pha gymorth a allai fod ar gael gan ei rwydwaith cymorth ehangach neu o fewn y gymuned i helpu.

Mae hyn yn ei gwneud yn ofynnol i awdurdodau lleol ymgysylltu â'r gymuned i leihau unigedd a dod â'r rhai sydd ag anghenion gofal a chymorth yn agosach i rwydweithiau cymunedol. Gall hefyd gynnwys cefnogi cymunedau i adeiladu'r rwydweithiau hynny fel rhan o ddull ataliol.

English

This is underpinned by the 'What Matters Conversation.' what matters to the individual is clearly central to the assessment process and can assist in creating opportunities for change if this is required.

Strengths-based models of practice challenge approaches that focus assessment on 'what is wrong', problems and weaknesses and seek, instead, to build upon the knowledge, abilities and achievements of the person being assessed. *"A strengths-based approach to care, support and inclusion says let's look first at what people can do with their skills and their resources and what can the people around them do in their relationships and their communities. People need to be seen as more than just their care needs – they need to be experts and in charge of their own lives."* (Alex Fox, Shared Lives)

The strengths-based approach is about reducing dependency and challenging the 'prescription culture' but also, crucially, protecting the person's independence, resilience, choice and well-being. In practical terms it could mean anything from the way a practitioner / assessor approaches discussions around needs for support to providing services that focus on re-ablement or habilitation and strengths.

Strengths-based approaches require a different set of skills from assessors. In particular the ability to help people identify and explore strengths and then make creative use of them in overcoming barriers and achieving outcomes.

The assessor should consider in a holistic way the person's own strengths and capabilities, and for children, those of their family and relatives, and what support might be available from their wider support network or within the community to help.

This requires local authorities to engage with the community to reduce isolation and bring those with needs for care and support more closely into community networks. It may also involve supporting communities to build those networks as part of a preventative approach.

Sgwrs yr hyn sy'n Bwysig

- Canolbwyntio ar ganlyniadau a nodau personol
- Rhannu pŵer a siarad yn gyfartal
- Archwilio beth sy'n bwysig i'r person sy'n ceisio gofal a chymorth

What Matters Conversation

- A focus on personal outcomes
- Sharing power and speaking as equals
- Exploring what is important to the person seeking care and support

Welsh

Yn sylfaenol i'r dull a'r system gyfan yw bod ymarferwyr yn cydgynhyrchu ag unigolion. Mae egwyddorion cydgynhyrchu fel a ganlyn:

- Gweld pobl fel asedau
- Gwerthfawrogi'r holl gyfranogwyr
- Adeiladu ar alluoedd
- Datblygu cydymddibyniaeth a dwyochredd
- Buddsoddi mewn rhwydweithiau i rannu gwybodaeth
- Cymylu gwahaniaethau rhwng darparwyr a phobl sydd angen gofal a chymorth boed yn oedolion neu'n blant
- Hwyluso yn hytrach na darparu gwasanaethau

Wrth gynnal asesiad, rhaid i awdurdodau lleol weithio gyda phobl i nodi'r hyn sy'n bwysig iddynt. Bydd pobl yn dymuno cyflawni gwahanol agweddau ar lesiant, yn dibynnu ar eu hamgylchiadau, ac mae'r rhain yn ffurfio canlyniadau personol. Rhaid i awdurdodau lleol ystyried y canlyniadau personol y mae unigolyn yn dymuno eu cyflawni, yr adnoddau sydd ar gael, a sut y gall yr awdurdod lleol eu cefnogi i gyflawni'r rhain. Yn ganolog i hyn fydd deall y rhwystrau y gall person eu hwynebu wrth gyflawni eu canlyniadau personol.

Mae asesu'n dechrau o'r rhagdybiaeth mai oedolyn sydd yn y sefyllfa orau i farnu ei lesiant ei hun a'r canlyniadau personol y mae am eu cyflawni ar sail ei werthoedd ei hunan a'r hyn sy'n bwysig iddo. Er mwyn cymryd rhan yn effeithiol mewn sgwrs 'beth sy'n bwysig i mi' mae angen i ymarferwyr: wrando yn hytrach na dweud; gwrthsefyll achub neu drwsio; dangos empathi a gweithio gyda'r oedolyn nid yr ymddygiad sy'n cyflwyno.

Mae'r dull o hyrwyddo llesiant oedolion drwy nodi'r canlyniadau personol y maent am eu cyflawni ym mhob agwedd ar eu bywydau bob dydd, a'r rhwystrau y gallent eu hwynebu wrth gyflawni'r canlyniadau hyn, yn un sy'n cydnabod y gall gofal a chymorth gyfrannu at gael gwared ar rwystrau o'r fath yn unol â'r model cymdeithasol o anabledd. Mae'n cydnabod y gall pobl anabl gyflawni eu potensial a chyfranogi'n llawn fel aelodau o gymdeithas, yn gyson â Fframwaith Gweithredu ar gyfer Byw'n Annibynnol Llywodraeth Cymru.

Dylai plant gael eu cefnogi i nodi'r hyn sy'n bwysig iddynt gan ystod o ymarferwyr a phobl eraill sy'n ymwneud â nhw gan gynnwys eu teulu a'u ffrindiau. Er mwyn cymryd rhan yn effeithiol mewn sgwrs 'beth sy'n bwysig i mi' mae angen i ymarferwyr: wrando yn hytrach na dweud; gweld y plentyn fel person ifanc â gallu; a grymuso'r plentyn a gweithio gydag ef nid yr ymddygiad sy'n cyflwyno.

Mae unigolion fel arfer yn gwybod beth fydd yn eu helpu. Yn unol â'r egwyddor llais, dewis a rheolaeth sy'n rhedeg drwy'r Ddeddf gyfan, mae'n rhaid i'r rhai sy'n derbyn gwasanaethau ymgysylltu'n llawn â'r gwaith o nodi pa fesurau ataliol a allai eu cynorthwyo i gyflawni eu llesiant a chynllunio'u darpariaeth. Gall y rhain fod o fewn eu hadnoddau eu hunain, eu teuluoedd a'u cymunedau. Pan na all unigolyn fynegi ei farn, ei ddymuniadau neu ei deimladau, rhaid i awdurdodau lleol sicrhau bod yr unigolyn yn cael ei gefnogi i wneud hynny. Os nad yw'n bosibl i deulu neu ffrindiau ddarparu'r cymorth hwn ac nad oes cymorth ehangach ar gael, rhaid i awdurdodau lleol sicrhau bod yr unigolyn yn cael ei gefnogi gan eiriolwr proffesiynol annibynnol heb unrhyw gost i'r unigolyn.

Mae pobl – plant, oedolion a gofalwyr, eu teuluoedd a'u cymunedau – yn asedau cyfoethog ac mae ganddynt sgiliau, arbenigedd a galluoedd. Bydd gweithio gyda phobl yn allweddol i sicrhau llesiant a datgloi'r potensial ar gyfer creadigrwydd a fydd yn gwneud defnydd gwell a mwy effeithiol o'r holl adnoddau sydd ar gael.

Pwynt dysgu allweddol

Mae pobl – plant, oedolion a gofalwyr, eu teuluoedd a’u cymunedau – yn asedau cyfoethog ac mae ganddynt sgiliau, arbenigedd a galluoedd.

English

Fundamental to the whole approach and system is that practitioners co-produce with individuals. The principles of co-production are:

- Seeing people as assets
- Valuing all participants
- Building on capabilities
- Developing mutuality and reciprocity
- Investing in networks to share information
- Blurring distinctions between providers and people who need care and support whether adults or children
- Facilitating rather than delivering services

In carrying out an assessment, local authorities must work with people to identify what matters to them. People will wish to achieve different aspects of well-being, dependent on their circumstances, and these make up personal outcomes. Local authorities **must** consider the personal outcomes that an individual wishes to achieve, the resources available, and how the local authority may support them to achieve these. Central to this will be understanding the barriers that a person may face in achieving their personal outcomes. Assessment starts from the presumption that an adult is best placed to judge their own well-being and the personal outcomes they wish to achieve based on their own values and what matters to them. Engaging effectively in a ‘what matters to me’ conversation requires practitioners to: listen rather than tell; resist rescuing or fixing; empathise and work with the adult not the presenting behaviour.

The approach to promoting adult’s well-being by identifying the personal outcomes that they wish to achieve in all aspects of their everyday lives, and the barriers that they may face in achieving these outcomes, is one that recognises that care and support can contribute to the removal of such barriers in line with the social model of disability. It recognises that disabled people can achieve their potential and fully participate as members of society, consistent with the Welsh Government’s Framework for Action on Independent Living.

Children should be supported to identify what matters to them by a range of practitioners and other people involved with them including their family and friends. Engaging effectively in a ‘what matters to me’ conversation requires practitioners to: listen rather than tell; see the child as a resourceful young person; and empower the child and work with them not the presenting behaviour.

Individuals usually know what will help them. In keeping with the voice, choice and control principle that runs throughout the Act, service recipients must be fully engaged in identifying what preventative measures could assist them to achieve their well-being and in planning their delivery. These can be from within their own, their families and their communities’ resources. Where an individual is not able to express their views, wishes or feelings, local authorities must ensure the individual is supported to do so. If it is not possible for family or friends to provide this assistance and there is no wider support

available, local authorities must ensure the individual is supported by an independent professional advocate at no cost to the individual.

People – children, adults and carers, their families and their communities – are rich assets and have skills, expertise and capabilities. Working with people will be key to delivering well-being and unlocking the potential for creativity which will make better and more effective use of all of the available resources.

Key learning point

People – children, adults and carers, their families and their communities – are rich assets and have skills, expertise and capabilities.

Dull sy'n canolbwyntio ar ganlyniadau

Trwy ganolbwyntio ar yr hyn sydd bwysicaf i bobl, gallwn wella eu hiechyd a'u llesiant. Gelwir gweithio gyda phobl fel hyn yn **ddull canlyniadau** oherwydd dyma sut rydym yn cefnogi pobl i ddeall a chyflawni eu **canlyniadau** personol (Gofal Cymdeithasol Cymru 2021)

<https://socialcare.wales/service-improvement/understanding-an-outcomes-approach#section-34993-anchor>

An outcome focused approach

By focusing on what matters most to people, we can improve their health and well-being. Working with people in this way is called an **outcomes approach** because this is how we support people to understand and achieve their personal **outcomes** (Social Care Wales 2021)

<https://socialcare.wales/service-improvement/understanding-an-outcomes-approach#section-34993-anchor>

<https://socialcare.wales/service-improvement/understanding-an-outcomes-approach#section-34993-anchor>

Facilitator Notes

Welsh

Mae anghenion pobl yn amrywio ac mae amgylchiadau'n newid - rhaid i'r broses asesu ddarparu ar gyfer ymarferwyr yn chwilio am y newidiadau hynny a'u rhagweld.

mae dull sy'n canolbwyntio ar ganlyniadau yn galluogi pobl i nodi'r anghenion y maent eisoes yn eu diwallu, yr adnoddau sydd ganddynt ynghyd ag unrhyw anghenion nas diwallwyd. Mae'n bwysig bod pobl yn cael eu tywys ar daith i gyflawni eu canlyniadau llesiant. Mae'r Cod Ymarfer sy'n sail i Ran 3 o Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 yn ei gwneud yn ofynnol inni ganolbwyntio ar gryfderau – ffactorau cadarnhaol sydd eisoes yn digwydd i ddatrys unrhyw heriau a gyflwynir.

Mae dull sy'n canolbwyntio ar ganlyniadau yn seiliedig ar yr egwyddorion hyn:

Mae pobl yn arbenigwyr ar eu bywydau eu hunain

Nhw sydd yn y sefyllfa orau i ddweud wrthyh beth sy'n bwysig iddynt a beth sy'n rhoi ymdeimlad o llesiant iddynt, ond efallai y bydd angen help arnynt i wneud hyn Mae pobl eisieu gwneud y pethau sydd bwysicaf iddyn nhw, yn eu ffordd eu hunain Mae cryfderau pobl yn bwysig ac mae angen eu cydnabod

Dechreuwn drwy nodi'r hyn y mae'r person am ei gyflawni, ac yna ystyried sut i gyflawni'r canlyniad hwnnw a chytuno ar gynllun i'w helpu i wneud hyn.
Gall teulu'r person, ei ofalwyr a'r gymuned leol gyfrannu at y cynllun hwn hefyd
Mae sgysiauw ystyrlon yn ganolog i ddeall canlyniadau person
Canlyniad personol yw'r darlun y mae'r person yn ei beintio o'r hyn y mae am ei gyflawni.

English

Peoples need fluctuate and circumstances change- the assessment process must provide for practitioners to look for and anticipate those changes.

an outcome focused approach enables people to identify the needs they are already meeting, the resources they have together with any unmet needs. It is important that people are taken on a journey in achieving their wellbeing outcomes. Code of Practice underpinning Part 3 of the Social Services and Wellbeing (Wales) Act 2014 requires us to focus on strengths - positive factors already happening to resolve any challenges presented. An outcomes-based approach is based on these principles:

People are experts in their own lives

They are best placed to tell you what's important to them and what gives them a sense of well-being, but they may need help to do this

People want to do the things that matter most to them, in their own way

People's strengths are important and need to be acknowledged

We start by identifying what the person wants to achieve, and then thinking through how to achieve that outcome and agree a plan to help them to do this

The person's family, carers and local community can also contribute to this plan

Meaningful conversations are central to understanding a person's outcomes

A personal outcome is the picture the person paints of what it is they want to achieve.

Gwaith grŵp

Group work

- Gan gyfeirio at yr astudiaeth achos, pa fath o gwestiynau allech chi eu gofyn i helpu'r person i feddwl am eu
 - sgiliau
 - galluedd
 - cymorth
 - adnoddau
- Referring to the case study, what sort of questions could you ask to help the person think about their
 - skills
 - capacity
 - support
 - resources

Facilitator Notes

Welsh

Cyflwyno astudiaeth achos

Adborth: Coladu ymatebion ar siart troi: os oes cwestiynau defnyddiol, gallwch eu coladu a'u dosbarthu i'r grŵp os teimlwch y byddai hyn yn ddefnyddiol i'w galluogi i ailstwythuro cwestiynau:

ystyriwch heriau cyfathrebu

Pwysleisiwch bwysigrwydd sut mae hyn yn cael ei gofnodi, gan sicrhau eich bod yn cofnodi canlyniadau mewn modd sy'n adlewyrchu'r hyn sy'n bwysig i'r unigolyn

[Trawsnewid Gwasanaethau Cymdeithasol: Tuag at Gymru sy'n Galluogi:](#)

(Rhewch fel taflen i'w darllen ymhellach ar ddiwedd y sesiwn)

Rhai enghreifftiau o gwestiynau:

Pa gryfderau mewnol sydd gennych a fydd yn eich helpu i gyflawni'r pethau sy'n bwysig i chi? Er enghraifft, gonestrwydd, synnwyr o obaith, fy ngallu i aros yn fyw, pryder am eraill, ac ati.

Pwy sy'n rhoi nerth i chi? Er enghraifft teulu, ffrindiau, cydweithwyr, ac ati.

Pa bethau ydych chi'n falch ohonynt?

Pa sgiliau sydd gennych?

Pa sgiliau sydd gan eich teulu a'ch ffrindiau a allai eich helpu i gyflawni'r pethau sy'n bwysig i chi (er enghraifft diddordebau cyffredin)?

Pa adnoddau eraill sydd gennych chi? Er enghraifft, lleoedd sy'n rhoi cryfder i chi, anifeiliaid anwes, hobiau, ysbrydolrwydd, ymarfer corff rheolaidd, cerddoriaeth, ac ati.

Pa sgiliau, gallu a chefnogaeth ydych chi'n meddwl sydd gan y gymuned i'w cynnig a allai eich helpu i gyflawni'r pethau sy'n bwysig i chi?

A yw'r sgiliau,

y gefnogaeth a'r gallu sydd ar gael yn ddigonol i'ch galluogi i gyflawni'r pethau sy'n bwysig i chi?

English

Introduce a case study

Feedback: Collate responses on Flipchart: if there are useful questions, can collate and disseminate to group if feel this would be helpful in enabling them to restructure questions:

consider the challenges of communication

Emphasise the importance of how this is recorded, making sure you record outcomes in a manner that is reflective of what matters to the individual

[Transforming Social Services: Towards an Enabling Wales](#): (Give as a handout for further reading at end of session)

Some examples of questions:

What internal strengths do you have that will help you achieve the things that matter to you? For example honesty, sense of hope, my ability to stay alive, concern for others, etc.

Who gives you strength? For example family, friends, colleagues, etc.

What things are you proud of?

What skills do you have?

What skills do your family and friends have that might help you achieve the things that matter to you (for example common interests)?

What other resources do you have? For example, places that give you strength, pets, hobbies, spirituality, regular exercise, music, etc.

What skills, capacity and support do you think the community has to offer that could help you achieve the things that matter to you?

Are the skills, support and capacity available sufficient to enable you to achieve the things that matter to you?

Ymarfer unigol

- Gan feddwl am unigolyn rydych yn gweithio gydag ef ar hyn o bryd, datblygwch gwestiynau i helpu'r person i feddwl am:
- Yr hyn y mae eisoes yn ei wneud i gyflawni ei ganlyniadau personol
- Beth arall sydd angen digwydd i gyflawni ei ganlyniadau?
- Sut byddan nhw'n gwybod pan fydd hyn wedi'i gyflawni?

Individual exercise

- Thinking of an individual you are currently working with, develop questions to help the person think about:
- What they are already doing to meet their personal outcomes
- What else needs to happen to achieve their outcomes?
- How will they know when this has been achieved?



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Facilitator Notes

Welsh

Gallai rhai enghreifftiau o gwestiynau fod:

Sut ydych chi wedi goresgyn yr heriau a brofwyd gennych?

Dywedwch wrthyf 6 pheth yr ydych yn fwyaf balch ohonynt?

Dywedwch wrthyf am amser pan

English

Some examples of questions might be:

How have you overcome the challenges you have experienced?

Tell me 6 things you are most proud of?

Tell me about a time when

Asesiadau Cymesur

- Dylai asesu fod yn briodol ac yn gymesur
- I fod yn briodol, dylai asesiadau ddiwallu anghenion cyfathrebu a diwylliannol y person
- I fod yn gymesur, dylai asesiadau ystyried yn llawn yr asedau a'r rhwystrau a nodwyd yn ystod y sgwrs

Proportionate Assessments

- Assessment should be appropriate and proportionate
- To be appropriate, assessments should meet the person's communication and cultural needs
- To be proportionate, assessments should consider fully the assets and barriers identified during the conversation

Facilitator Notes

Welsh

Nid yw cymesuredd yn ymwneud ag a yw'r asesiad yn fyr neu'n hir; y ffactor allweddol yw teilwra asesiadau i sefyllfa'r unigolyn yn seiliedig ar sgwrs sy'n cwmpasu pob un o'r 5 elfen asesu ac sy'n symud i ffwrdd oddi wrth ddulliau sy'n fformiwlâig neu'n cael eu llywio'n ormodol gan brosesau.

Dylai'r oedolyn neu'r plentyn sy'n cael ei asesu fod yn gyfforddus â'r broses. Y rhesymeg dros gynnal asesiadau cymesur yw pwysigrwydd peidio â rhoi gormod o faich ar unigolion neu deuluoedd â phroses a lleihau ymyrraeth i faterion personol cyn belled ag y bo modd.

Rhaid i'r broses asesu gael ei dylunio o amgylch gofynion yr oedolyn neu'r plentyn y mae ei anghenion gofal a chymorth, neu anghenion cymorth gofalwyr, yn cael eu hasesu; mae hyn yn cynnwys yr amgylchedd lle cynhelir yr asesiad, y ddogfennaeth a ddefnyddiwyd a'r dulliau cyfathrebu a ddefnyddiwyd.

Cyn cynnal unrhyw asesiad, rhaid i ymarferwyr ystyried a fyddai'r person y mae ei anghenion gofal a chymorth yn cael eu hasesu yn elwa o bresenoldeb gofalwr, aelod o'r teulu, ffrind neu eiriolwr.

Rhaid i'r broses asesu gydnabod y cysyniad o angen iaith a dylai ymarferwyr sicrhau bod egwyddor y Cynnig Rhagweithiol yn cael ei gwreiddio mewn ymarfer. Mae hyn yn golygu y dylai'r awdurdod lleol fod yn rhagweithiol yn ei ddull ac ni ddylai'r gofyniad i asesiad fod yn Gymraeg oedi'r broses.

Mae'n bwysig bod asesiadau yn gwbl hygyrch i blant. Mae hyn yn cynnwys cyfathrebu mewn ffyrdd hygyrch a rhoi a rhannu gwybodaeth i alluogi plant i ddeall beth sy'n digwydd. Mae hyn yn galluogi plant i wneud cyfraniadau ystyrlon

Efallai y bydd angen addasu dulliau asesu mewn unrhyw achos penodol wrth i ddigwyddiadau fynd rhagddynt. Rhaid i'r broses asesu gydnabod realiti amodau a chapasiti cyfnewidiol, a bod yn ymatebol i amgylchiadau sy'n newid. Yn ymarferol, mae'n bosibl y bydd y gydnabyddiaeth hon o gyflyrau cyfnewidiol yn ei gwneud yn ofynnol i amgylchiadau'r unigolyn gael eu hystyried dros y cyfnod sy'n angenrheidiol er mwyn pennu lefel yr anghenion gofal a chymorth yn gywir. Fodd bynnag, ni ddylai hyn arwain at oedi o ran cymorth.

Gallai asesiad priodol gynnwys saib yn y broses asesu i ddarparu gwasanaethau adsefydlu, sefydlu neu wasanaethau ataliol eraill ac yna i benderfynu ar yr effaith y gallent ei chael.

Pwynt dysgu allweddol

Mae cymesuredd yn ymwneud â theilwra asesiadau i fod yn briodol i'r amgylchiadau. Nid yw'n ymwneud a ydynt yn fyr neu'n hir.

English

Proportionality is not about whether the assessment is short or long; the key factor is to tailor assessments to the individual's situation based on a conversation that encompasses all the 5 elements of assessment and moves away from approaches that are formulaic or overly administrative / process driven.

The adult or child being assessed should be comfortable with the process. The rationale for undertaking proportionate assessments is the importance of not over-burdening individuals or families with process and of reducing intrusion into personal matters as far as this is possible.

The process of assessment must be designed around the requirements of the adult or child whose care and support needs, or support needs for carers, are being assessed; this includes the environment where the assessment takes place, the documentation used and the methods of communication employed.

Before undertaking any assessment, practitioners must consider whether or not the person whose care and support needs are being assessed would benefit from the presence of a carer, family member, friend or advocate.

The assessment process must recognise the concept of language need and practitioners should ensure that the Active Offer principle is embedded in practice. This means that the local authority should be proactive in its approach and the requirement for an assessment to be in the medium of Welsh should not delay the process.

It is important that assessments are fully accessible to children. This includes communicating in accessible ways and giving and sharing information to enable children to understand what is happening. This empowers children to make meaningful contributions

It may be necessary to adjust approaches being taken to assessment in any given case as events unfold. The process of assessment must recognise the reality of fluctuating conditions and capacity, and be responsive to changing circumstances. In practice, this recognition of fluctuating conditions may require that the individual's circumstances are considered over such period as is necessary to establish an accurate indication of the level of care and support needs. However, this must not lead to a delay in support.

An appropriate assessment might include a pause in the assessment process to provide rehabilitation, habilitation or other preventative services and then to determine the affect they might have.

Key learning point

Proportionality is about tailoring assessments to be appropriate to the circumstances. It is not about whether they are short or long.

Cyfuno asesiadau anghenion

- Mae Awdurdod Lleol yn cyfuno asesiad person o angen am ofal a chymorth ag asesiad o'i ofalwr
- cynnal asesiadau ar y cyd neu ar ran sefydliad arall

Combining needs assessments

- A Local Authority combine a person's assessment of need for care and support with the assessment of his or her carer
- Carry out assessments jointly or on behalf of another organisation



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Facilitator Notes

Welsh

Gall awdurdod lleol gyfuno asesiad oedolyn neu blentyn ac asesiad gofalwr os yw'n ystyried y byddai'n fuddiol gwneud hynny ac os yw'r gofalwr a'r person sy'n derbyn gofal (neu'r person(au) sydd â chyfrifoldeb rhiant yn achos plentyn) yn cytuno.

Er mwyn osgoi dyblygu asesiadau, dylai'r asiantaethau / partneriaid sy'n gysylltiedig weithio'n agos gyda'i gilydd i gyflwyno asesiad cydgysylltiedig sydd wedi'i siapio o amgylch y person. Dylai ymarferwyr sicrhau bod barn ac arbenigedd gweithwyr proffesiynol eraill yn cael eu hystyried.

Rhaid i ddull yr awdurdod lleol o asesu a chymhwysedd gael ei gyfleu'n glir fel bod pawb yn gallu deall sut i gael mynediad at asesiad, beth mae asesiad yn ei olygu, sut y caiff ei gynnal, pwy fydd yn cymryd rhan a beth mae'n ei olygu iddyn nhw.

Pwynt dysgu allweddol

Gall awdurdod lleol gyfuno asesiad oedolyn neu blentyn ac asesiad gofalwr os yw pob parti yn cytuno.

English

A local authority may combine an adult's or child's assessment and a carer's assessment if it considers it would be beneficial to do so and if the carer and the cared for person (or person(s) with parental responsibility in the case of a child) agree.

In order to avoid the duplication of assessments the agencies / partners involved should work closely together to deliver a co-ordinated assessment that is shaped around the person. Practitioners should ensure other professionals' views and expertise are taken into account.

The local authority's approach to assessment and eligibility must be clearly communicated so that all people can understand how to access an assessment, what is involved in an assessment, how it will be undertaken, who will be involved and what it means for them.

Key learning point

A local authority may combine an adult's or child's assessment and a carer's assessment if all parties agree.

Asesiad gofalwr

"Mae gofalwr yn rhywun o unrhyw oedran sy'n darparu cefnogaeth ddi-dâl i deulu neu ffrindiau na allai ymdopi heb yr help hwn. Gallai hyn olygu gofalu am ffrind neu aelod o'r teulu sydd, oherwydd salwch, anabledd, problem iechyd meddwl neu ddibyniaeth yn methu ymdopi heb eu cefnogaeth." (Carers Trust)

 Rhaid asesu a oes gan y gofalwr anghenion cymorth	Diffiniad o ofalwr "Person sy'n darparu neu'n bwriadu darparu gofal i oedolyn neu blentyn anabl"	 Must assess whether the carer has needs for support	Definition of a carer "A person who provides or intends to provide care for an adult or a disabled child"
 Mae dyletswydd i asesu yn berthnasol waeth beth fo'r adnoddau ariannol	Ni ddylai gofalwyr proffesiynol sy'n derbyn tâl gael eu hystyried yn ofalwyr at ddibenion y Ddeddf, na phobl sy'n darparu gofal fel gwaith gwirfoddol ychwaith.	 Duty to assess applies regardless of financial resources	Professional carers who receive payment should not be regarded as carers for the purposes of the Act, nor should people who provide care as voluntary work.
 Ydy'r gofalwr yn gallu ac yn fodlon darparu gofal?		 Is the carer able and willing to provide care?	
 Canlyniadau personol		 Personal outcomes	

Carer's assessment

"A carer is someone of any age who provides unpaid support to family or friends who could not manage without this help. This could be caring for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support." (Carers Trust)

Welsh

[**NODYN HWYLUSYDD**: mae gan y sleid hon animeiddiad]

Mae'r diffiniad o ofalwr wedi newid: diddymu deddfwriaeth flaenorol ar Ofalwyr. Nid oes rhaid darparu gofal sylweddol/rheolaidd mwyach.

Pwysleisiwch bwysigrwydd rhoi sylw i anghenion datblygiadol plentyn a all fod yn ofalwr, yn ystod y broses asesu, ac i ba raddau y mae'n briodol darparu gofal.

Er mwyn cefnogi dealltwriaeth dysgwyr o beth yw rôl ofalu, mae'r sleid yn cynnwys y diffiniad o ofalwr yn y Ddeddf. Yn ogystal, mae nifer o elfennau allweddol sy'n tanlinellu'r ddyletswydd i asesu a rôl yr ymarferydd wrth asesu'r angen am gymorth gofalwr.

Rhaid i awdurdod lleol (neu sefydliad y mae wedi dirprwyo swyddogaethau iddo) asesu a oes gan y gofalwr anghenion am gymorth (neu a yw'n debygol o'u cael yn y dyfodol) ac os oes, beth yw'r anghenion hynny neu beth ydynt yn debygol o fod.

Mae'r ddyletswydd i asesu yn gymwys ni waeth beth yw barn yr awdurdod lleol am lefel y cymorth sydd ei angen ar y gofalwr neu'r adnoddau ariannol sydd ganddo neu adnoddau ariannol y person y mae'n gofalu amdano.

Rhaid canfod y canlyniadau y mae'r gofalwr yn dymuno eu cyflawni o ran ei hunan ac, os yw plentyn yn ymgymryd â rôl gofalwr, y canlyniadau y mae'r person(au) sydd â chyfrifoldeb rhiant am y plentyn hwnnw yn dymuno eu cyflawni ar eu cyfer yn ogystal ag unrhyw

rwystrau i gyflawni'r canlyniadau hynny, risgiau os na chyflawnir y canlyniadau a chryfderau a galluoedd y gofalwr hy y 5 elfen asesu.

Rhaid i'r asesiad hefyd gynnwys i ba raddau y mae'r gofalwr yn gallu ac yn fodlon darparu gofal a pharhau i ddarparu gofal, ac effaith ei rôl ofalu arno, gan gynnwys ei allu i barhau â gweithgareddau y tu allan i'r rôl ofalu. Dylai ymarferwyr archwilio effaith darparu gofal a chymorth emosiynol a chorfforol ar y gofalwr.

Os mai plentyn yw'r gofalwr, rhaid i'r asesiad roi sylw i'w anghenion datblygiadol ac i ba raddau y mae'n briodol i'r plentyn ddarparu'r gofal. Dylai hyn arwain at ystyried a yw gofalwr sy'n blentyn mewn gwirionedd yn blentyn ag anghenion gofal a chymorth yn ei rinwedd ei hun ac a ddylai felly gael ei asesu o dan Adran 21 o'r Ddeddf.

Os yw'r gofalwr yn ofalwr sy'n oedolyn ifanc rhwng 16 a 25 oed, rhaid i'r asesiad gynnwys unrhyw bontio presennol neu yn y dyfodol y mae'r gofalwr yn debygol o'i wneud i addysg bellach neu uwch, cyflogaeth neu hyfforddiant a rhoi sylw dyledus i'r hyn y mae'r gofalwr sy'n oedolyn ifanc yn dymuno cymryd rhan ynddo.

Mae'r ddyletswydd i asesu yn gymwys ni waeth beth fo lefel y cymorth sydd ei angen ar y gofalwr neu'r adnoddau ariannol sydd ganddo neu adnoddau ariannol y person y gofelir amdano.

O ran Gofalwyr, mae partneriaeth gyda Chanolfan Gofalwyr Abertawe i gynnal asesiadau. Y nodau ar gyfer y dyfodol yw amcangyfrif nifer y ceisiadau am asesiadau gofalwyr, a hefyd nifer yr atgyfeiriadau ar gyfer gofalwyr ifanc. Hefyd i ddatblygu asesiadau gofalwyr a gofalwyr ifanc addas i'r diben.

Pwyntiau dysgu allweddol

Rhaid i asesiad gofalwr ystyried yr effaith ar weithgareddau'r gofalwr y tu hwnt i'w gyfrifoldebau gofalu. Agwedd hanfodol ar asesiad gofalwr yw'r graddau y mae'r gofalwr yn gallu ac yn fodlon darparu gofal a pharhau i ddarparu gofal.

English

[FACILITATORS NOTE: this slide has animation]

Definition of a carer has changed: repeal of previous Carer's legislation. No longer have to be providing substantial/regular care.

Emphasise the importance of paying attention to the developmental needs of a child who may be a carer, during the assessment process, and extent to which it is appropriate to provide care.

To support learners' understanding of what constitutes a caring role, the slide includes the definition of a carer in the Act. In addition, there are a number of key elements that underline the duty to assess and the practitioner's role in assessing the need for support of a carer.

A local authority (or organisation they have delegated functions to) must assess whether the carer has needs for support (or is likely to do so in the future) and if they do, what those needs are or are likely to be.

The duty to assess applies regardless of the local authority's view of the level of support the carer needs or the financial resources he or she has or the financial resources of the person they care for.

The outcomes the carer wishes to achieve both in terms of themselves and, if a child is undertaking the role of a carer, the outcomes the person(s) with parental responsibility for that child wish to achieve for them must be ascertained as well as any barriers to achieving those outcomes, risks if the outcomes are not achieved and the carer's strengths and capabilities i.e. the 5 elements of assessment.

The assessment must also include the extent to which the carer is able and willing to provide care and to continue to provide care, and the impact on them of their caring role, including their ability to continue with activities outside of the caring role. Practitioners should explore the impact on the carer of providing both emotional and physical care and support.

If the carer is a child, the assessment must have regard to his or her developmental needs and the extent to which it is appropriate for the child to provide the care. This should lead to consideration as to whether a child carer is actually a child with care and support needs in his or her own right and who therefore should be assessed under Section 21 of the Act.

If the carer is a young adult carer aged between 16 and 25 the assessment must include any current or future transitions the carer is likely to make into further or higher education, employment or training and have due regard to what the young adult carer wishes to participate in.

The duty to assess applies regardless of the level of support the carer needs or the financial resources he or she has or the financial resources of the person being cared for.

With regards to Carers, there is a partnership with Swansea Carers Centre to undertake assessments. Aims for the future are to estimate number of requests for carers assessments, and also the number of referrals for young carers. Also to develop fit for purpose carers and young carers assessments.

Key learning points

A carer's assessment must consider the impact on the carer's activities beyond their caring responsibilities. A vital aspect of a carer's assessment is the extent to which the carer is able and willing to provide care and to continue to provide care.

Oedolion a Phlant mewn Sefydliadau Diogel

Adults and Children in the Secure Estate

- Oedolion
- Plant- fideo - Profiadau plant mewn sefydliadau diogel (ymchwil a wnaed gan CASCADE)
- Adults
- Children- video - The experiences of children in the secure estate (research undertaken by CASCADE)

<https://socialcare.wales/resources-guidance/improving-care-and-support/children-who-are-looked-after>

Facilitator Notes

Welsh

Y prif newid allweddol, yn enwedig ar gyfer Gwasanaethau Oedolion: o 6/4/16, fydd yn gyfrifol am ddiwallu anghenion yr holl oedolion a phlant sydd angen gofal a chymorth, tra byddant yn cael eu cadw.

Yn ystod carchariad i OEDOLION, gyda chyfrifoldeb am asesu a darparu ar gyfer unrhyw anghenion gofal a chymorth cymwys yn disgyn ar yr ALI y mae'r carchar ynddo cyn rhyddhau. Yr un fydd y ddyletswydd i asesu canlyniadau llesiant ag ar gyfer unrhyw ddinesydd arall. Pan gânt eu rhyddhau, trosglwyddir y cyfrifoldeb hwn i'r awdurdod y bydd yr unigolyn yn byw ynddo, ond mae cynllunio a chlodadwyedd asesiadau yn allweddol.

Ar gyfer PLENTYN mewn sefydliad diogel, mae'r cyfrifoldeb hwn yn disgyn ar yr ALI Cartref yng Nghymru (lle'r oedd y plentyn yn preswyl fel arfer) cyn mynd i'r ddalfa. Os nad oes statws hysbys, mae'n cyfeirio at yr ALI lle mae'r plentyn yn cael ei gadw. Yn cael eu trin fel "plant sy'n derbyn gofal" gyda'r holl hawliau a'r amddiffyniad y mae hyn yn ei roi gan gynnwys yr un amserlenni adolygu.

Wedi'i gynllunio i fod yn gynhwysol ar wahân i'r uchod.

Efallai y bydd hyfforddiant arbenigol pellach: i'r rhai ohonoch sy'n debygol o ddod i gysylltiad â sefydliadau diogel. Cynllunnir modiwl e-ddysgu ynghyd â modiwl manylach ar gyfer y rhai y mae hyn yn cael effaith uniongyrchol arnynt. bydd canllawiau atodol pellach yn cael eu rhyddhau hefyd

Mae fframwaith codi tâl ac asesu ariannol hefyd yn berthnasol i bobl sy'n cael eu cadw mewn sefydliadau diogel. Er bod gan garcharorion fynediad cyfyngedig i gyflogaeth â thâl a budd-daliadau lles (mae enillion yn cael eu diystyru at ddibenion asesiadau ariannol), bydd angen ystyried unrhyw asedau cyfalaf, cynilion, incwm a phensiynau wrth gynnal asesiad ariannol fel gydag unrhyw berson arall sy'n derbyn gofal a chymorth.

Pwynt dysgu allweddol: Mae gan awdurdodau lleol yr un dyletswyddau i'w cyflawni o ran asesu a diwallu anghenion gofal a chymorth plant ac oedolion mewn sefydliadau diogel, ag ar gyfer eu dinasyddion yn y gymuned.

English

Main key change, particularly for Adult Services: from 6/4/16, will be responsible for meeting the needs of all adults and children requiring care and support, whilst they are detained.

During imprisonment for ADULTS , with responsibility for assessing, and providing for any eligible care and support needs falling to the LA in which the prison is located prior to release. Will be the same duty to assess for wellbeing outcomes as with any other citizen. When they are released, this responsibility transfers to the authority where the individual will live, but planning and portability of assessments is key.

For a CHILD in the secure estate, this responsibility falls on the Welsh Home LA (where the child was ordinarily resident) before entering custody. If no known status, refers to the LA where the child is detained. Treated as "looked after children" with all the rights and protection this confers including the same review timescales.

Designed to be inclusive apart from above.

**There may be further specialist training: for those of you likely to have contact with the secure estate. An e-learning module is planned along with a more detailed module for those for whom this has a direct impact.
further supplementary guidance will also be released**

Charging and financial assessment framework also applies to people who are detained in the secure estate. While detainees have restricted access to paid employment and welfare benefits (earnings are disregarded for the purposes of financial assessments), any capital assets, savings, income and pensions will need to be considered when undertaking a financial assessment as with any other person in receipt of care and support.

Key learning point: Local authorities have the same duties to fulfil in respect of assessing and meeting the care and support needs of children and adults in the secure estate, as for their citizens in the community.

Assessing the needs of individuals

- The right to an assessment based on the appearance of need for care and support
- Regardless of the level of need or financial resources
- Aims to simplify assessments through a single process for children, adults and carers



Asesu anghenion unigolion

- Yr hawl i asesiad yn seiliedig ar yr ymddangosiad o angen am ofal a chymorth
- Waeth beth fo'r lefel angen neu adnoddau ariannol
- Ei nod yw symleiddio asesiadau drwy un broses ar gyfer plant, oedolion a gofalmwyr



[NODYN HWYLUSYDD: mae gan y sleid hon animeiddiad]

1. Mae'r Ddeddf yn creu **hawl i asesiad** ar gyfer oedolion, plant a gofalmwyr lle mae'n ymddangos y gallai fod gan yr unigolyn anghenion gofal a chymorth. Mae'r ddyletswydd i asesu yn gymwys i oedolion a phlant sy'n preswyl fel arfer yn yr ardal ni waeth beth fo lefel eu hangen neu adnoddau ariannol yr oedolyn neu'r plentyn neu unrhyw bersonau sydd â chyfrifoldeb riant dros y plentyn. Y nod yw symleiddio asesiadau trwy **broses sengl** ar gyfer plant, oedolion a gofalmwyr (tra'n cydnabod gwahanol anghenion plant ac oedolion) i sicrhau mwy o gysondeb o ran arfer ledled Cymru.
2. Mae'r gofyniad blaenorol i ofalmwyr ddarparu 'swm sylweddol' a gofal rheolaidd wedi'i ddileu. Yn ogystal, rhaid i'r awdurdod lleol asesu i ba raddau y mae'r gofalmwr yn fodlon, ac yn gallu, ac yn parhau i fod yn fodlon ac yn gallu gofalu am y person.
3. Rhaid i asesiadau, o leiaf, gofnodi gwybodaeth yn unol â'r **offeryn asesu a chymhwysedd cenedlaethol**, sy'n cynnwys y set data craidd gofynnol cenedlaethol a dadansoddiad wedi'i strwythuro o amgylch y **5 elfen asesu** (dangosir yn y sleid):
 - asesu a rhoi sylw i **amgylchiadau'r person**;
 - ystyried eu **canlyniadau** personol;
 - asesu a rhoi sylw i unrhyw **rhwystrau** i gyflawni'r canlyniadau hynny;
 - asesu a rhoi sylw i unrhyw **risgiau** i'r person os na chaiff y canlyniadau eu cyflawni; ac

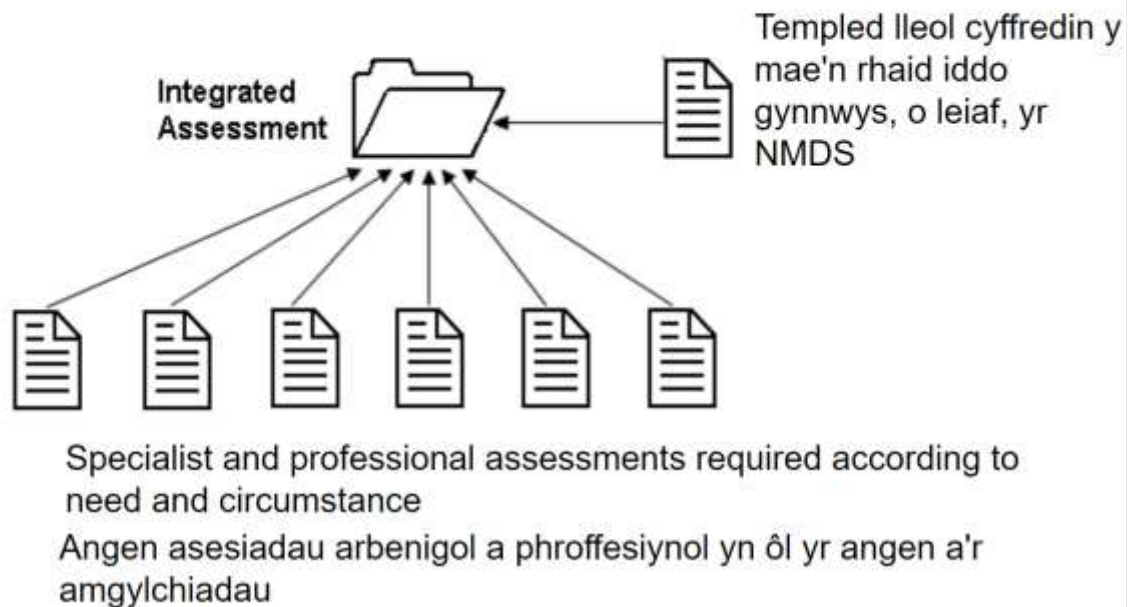
- asesu a rhoi sylw i **gryfderau a galluoedd** y person.
4. Mae'r broses asesu yn ei gwneud yn ofynnol i ymarferwyr gael trafodaethau â phobl i nodi'r hyn sy'n bwysig iddynt a'r canlyniadau personol y maent am eu cyflawni (ac yn achos plant, y canlyniadau y mae unrhyw berson(au) â chyfrifoldeb rhiant yn dymuno eu cyflawni ar gyfer y plentyn), a pha gyfraniad y gall yr unigolyn a'i deulu neu'r gymuned ehangach ei wneud i gyflawni'r canlyniadau hynny.
 5. Dylai asesiadau effeithiol fod yn brofiadau gwerthfawr ynddynt eu hunain. Dylent feithrin gwell dealltwriaeth o sefyllfa rhywun, nodi'r dull fwyaf priodol, a sefydlu cynllun ar gyfer sut y byddant yn cyflawni eu canlyniadau personol.

[FACILITATORS NOTE: this slide has animation]

1. The Act creates a **right to an assessment** for adults, children and carers where it appears that the individual may have needs for care and support. The duty to assess applies to adults and children who are ordinarily resident in the area regardless of their level of need or of the financial resources of the adult or child or any persons with parental responsibility for the child. The aim is to streamline assessments through a **single process** for children, adults and carers (while recognising the different needs of children and adults) to ensure greater consistency of practice across Wales.
2. The previous requirement for carers to be providing a 'substantial amount' and regular care has been removed. In addition, the local authority must assess the extent to which the carer is willing, and able, and will continue to be willing and able, to care for the person.
3. Assessments must, as a minimum, record information in line with the **national assessment and eligibility tool**, which comprises the national minimum core data set and an analysis structured around the **5 elements of assessment** (shown in the slide):
 - assess and have regard to the **person's circumstances**;
 - have regard to their personal **outcomes**;
 - assess and have regard to any **barriers** to achieving those outcomes;
 - assess and have regard to any **risks** to the person if the outcomes are not achieved; and
 - assess and have regard to the person's **strengths and capabilities**.
4. The process of assessment requires that practitioners must have discussions with people to identify what matters to them and the personal outcomes they wish to achieve (and in the case of children, the outcomes which any person(s) with parental responsibility wishes to achieve for the child), and what contribution the individual and their family or the wider community can make to achieving those outcomes.
5. Effective assessments should be valuable experiences in themselves. They should build a better understanding of someone's situation, identify the most appropriate approach, and establish a plan for how they will achieve their personal outcomes.

Elements of integrated assessment

Elfennau o asesu integredig



Set Ddata Graidd

Data Set

Rhif GIG
Teitl
Cyfenw
Enw(au) cyntaf Enw a Ffeirir Cyfeiriad a Chod Post
Dyddiad Geni Ffôn
Cyfeiriad ebost
Rhyw
Enw a chyfeiriad meddyg teulu
Enw a chyfeiriad yr ysgol Galwedigaeth
Pa asesiadau eraill a gynhaliwyd gan asiantaethau eraill?
Dewis iaith / Dull Cyfathrebu / Gofyniad Hygyrchedd
Enw(au) y Gofalwr / Pobl â Chyfrifoldeb Rhiant
Perthynas
Manylion Cyswllt ar gyfer Gofalwr(wyr) / Pobl â Chyfrifoldeb Rhiant
Ydy hwn yn blentyn ar y Gofrestr Amddiffyn Plant?
Manylion cyswllt y Cydlynnydd Asesu Arweiniol.
Manylion cyswllt y Cydgysylltydd Gofal Arweiniol
Cymerwyd y wybodaeth gan (enw) Dynodiad
Sefydliad
Dyddiad

dim ond pan fydd yr anghenion a aseswyd yn gymwys y mae angen ei gwblhau yn ei gyfanrwydd.

NHS Number
Title
Surname
Forename(s) Preferred Name Address and Postcode Date of Birth Telephone
Email Address
Sex
GP Name and address
School name and address Occupation
What other assessments have been undertaken by other agencies?
Preferred Language / Communication method / Accessibility requirement Name(s) of Carer(s) / People with Parental Responsibility
Relationship
Contact Details for Carer(s) / People with Parental Responsibility
Is this a child on the Child Protection Register?
Contact details of Lead Assessment Co-ordinator.
Contact details of Lead Care Co-ordinator
Information taken by (name) Designation
Organisation
Date

Only need to be completed in its entirety once the needs assessed are eligible.



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www.socialcare.wales



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Would it be useful to make note of the different people in the process, e.g.

Lead Assessment Co-ordinator (the person doing the assessment, and who they work for)

Lead Care Co-ordinator (the person arranging any care and/or support needed, and who they work for)

Information taken by (name) (if different from Lead Assessment Co-ordinator)

[Common Assessment Recording Requirements.pdf \(socialcare.wales\)](#)

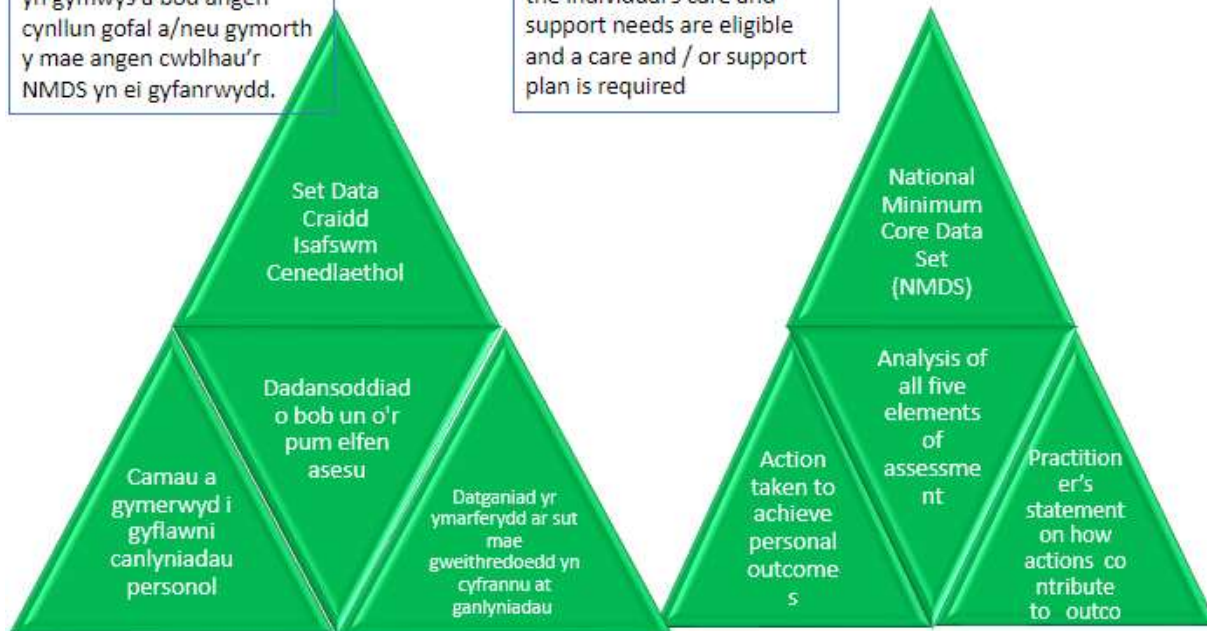
N.B - No welsh translation provided

National assessment and eligibility tool

Offeryn asesu a chymhwysedd cenedlaethol

Dim ond os yw anghenion gofal a chymorth yr unigolyn yn gymwys a bod angen cynllun gofal a/neu gymorth y mae angen cwblhau'r NMDS yn ei gyfanrwydd.

The NMDS only needs to be completed in its entirety if the individual's care and support needs are eligible and a care and / or support plan is required



[**NODYN HWYLUSWYR:** mae gan y sleid hon animeiddiad. Gyda phob clic bydd un o drionglau'r diagram yn ymddangos, gan ddangos pob elfen o'r offeryn]

[**FACILITATORS NOTE:** this slide has animation. With each click one of the diagram's triangles will appear, showing each element of the tool]

Ymarfer unigo

Individual exercise

Ar eich pen eich hun ysgrifennwch beth mae 'Llesiant' yn ei olygu i chi.

On your own write down what 'Wellbeing' means to you.



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Facilitator Notes

Welsh

Gofynnwch i'r myfyrwyr ystyried beth sy'n bwysig iddyn nhw – dychmygwch fod eu hanghenion wedi newid a bod angen iddyn nhw gael mynediad i ofal preswyl er enghraifft – beth fyddai ei angen arnyn nhw i wneud eu sefyllfa'n fwy derbyniol iddyn nhw. Er enghraifft:

cael fy ngŵr i ymweld a gallu aros gyda mi cyhyd ag y dymunaf iddo wneud.

i gael cawod a chael fy ngwallt wedi'i olchi bob dydd a'i steilio fel yr wyf yn ei hoffi i wisgo colur

i wisgo fy hoff bersawr bob dydd

i roi arian i'm hwyron pan fyddant yn ymweld â mi ac ati

archwilio beth allai plant ei ddweud -

cysylltu canlyniadau'r myfyrwyr ag arfer cyfoes ar gyfer oedolion a phlant

English

Ask students to consider what is important to them- imagine their needs changed and they needed to access residential care for example – what would they need to make their situation more acceptable to them. For example –

to have my husband visit and be able to stay with me for as long as I want him too.

to shower and have my hair to be washed everyday and styled as I like it

to wear makeup
to wear my favorite perfume everyday
to give my grandchildren money when they visit me. etc

explore what children might say -

connect the students outcomes to current day practice for both adults and children

Diffiniad o lesiant i blant



Definition of well-being for children



Facilitator Notes

Welsh

Yn y Ddeddf, diffinnir llesiant ag wyth agwedd gyffredin:

- iechyd corfforol a meddyliol, a llesiant emosiynol;
- amddiffyn rhag camdriniaeth ac esgeulustod;
- addysg, hyfforddiant a hamdden;
- perthnasoedd domestig, teuluol a phersonol;
- cyfraniad a wneir i gymdeithas;
- sicrhau hawliau a hawliadau;
- llesiant cymdeithasol ac economaidd;
- addasrwydd llefy byw.

Mewn perthynas â phlentyn, mae llesiant hefyd yn cynnwys:

- datblygiad corfforol, deallusol, emosiynol, cymdeithasol ac ymddygiadol;
- “lles” fel y dehonglir y gair hwnnw at ddibenion y Ddeddf Plant.

Taflen: Llesiant a lles.

Mae Deddf Plant 1989 yn sôn am les yn hytrach na llesiant: mae gan les ystyr arbennig o dan Ddeddf Plant 1989 a bydd yn parhau i wneud hynny. Cyflwynwyd y cysyniad o lesiant yn hytrach na lles i blant yn y gyfraith gyntaf yn Neddf Plant 2004. Mae cysyniadau lles a

llesiant yn gorgyffwrdd llawer iawn. Mae iaith yn y Ddeddf yn adlewyrchu'r cysyniad mwy newydd o lesiant, sy'n cynnwys yr ystyriaethau lles presennol a nodir yn Neddf Plant 1989. Dylid nodi y gall fod adegau pan fydd angen ymchwiliad i amddiffyn llesiant plentyn, naill ai o dan Adran 47 o Ddeddf Plant 1989 neu Adran 130 o Ddeddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014. Byddwn yn siarad am hyn yn fanylach yn y modiwl diogelu

English

In the Act, well-being is defined with eight common aspects:

- physical and mental health, and emotional well-being;
- protection from abuse and neglect;
- education, training and recreation;
- domestic, family and personal relationships;
- contribution made to society;
- securing rights and entitlements;
- social and economic well-being; and
- suitability of living accommodation.

In relation to a child, well-being also includes:

- physical, intellectual, emotional, social and behavioural development; and
- "welfare" as that word is interpreted for the purposes of the Children Act.

Handout: Well-being and welfare.

The Children Act 1989 talks about welfare rather than well-being: welfare has a particular meaning under the Children Act 1989 and will continue to do so. The concept of well-being rather than welfare for children was first introduced in law in the Children Act 2004. The concepts of welfare and well-being overlap a great deal. Language in the Act reflects the newer concept of well-being, which includes the existing considerations of welfare that are set out in the Children Act 1989.

It should be noted that there may be times when an investigation is necessary to protect a child's well-being, either under Section 47 of the Children's Act 1989 or Section 130 of the Social Services and Well-being (Wales) Act 2014. We will talk about this in more detail in the safeguarding modul

Diffiniad o lesiant i oedolion



Definition of well-being for adults



Facilitator Notes

Welsh

Taflen : llesiant

Yn y Ddeddf, diffinnir llesiant ag wyth agwedd gyffredin:

- iechyd corfforol a meddyliol, a llesiant emosiynol;
- amddiffyn rhag camdriniaeth ac esgeulustod;
- addysg, hyfforddiant a hamdden;
- perthnasoedd domestig, teuluol a phersonol;
- cyfraniad a wneir i gymdeithas;
- sicrhau hawliau a hawliadau;
- llesiant cymdeithasol ac economaidd;
- addasrwydd llety byw.

Mewn perthynas ag oedolyn, mae llesiant hefyd yn cynnwys:

- rheolaeth dros fywyd o ddydd i ddydd; a
- chymryd rhan mewn gwaith.

Er bod pob agwedd ar lesiant yn y diffiniad yr un mor bwysig, mae'n debygol y bydd rhai agweddau ar lesiant yn fwy perthnasol i un person nag i un arall. Dylai ymarferwyr felly fabwysiadu agwedd hyblyg sy'n caniatáu ar gyfer ffocws ar ba agweddau ar lesiant sydd bwysicaf i'r oedolyn dan sylw a chydgyhyrchu datrysiadau gyda phobl.

Pwynt dysgu allweddol

Rhaid i ymarferwyr ddechrau gyda'r dybiaeth mai'r oedolyn sydd yn y sefyllfa orau i farnu ei lesiant ei hun.

English

Handout : well-being

In the Act well-being is defined with eight common aspects:

- physical and mental health, and emotional well-being;
- protection from abuse and neglect;
- education, training and recreation;
- domestic, family and personal relationships;
- contribution made to society;
- securing rights and entitlements;
- social and economic well-being; and
- suitability of living accommodation.

In relation to an adult, well-being also includes:

- control over day-to-day life; and
- participation in work.

While all aspects of well-being in the definition have equal importance, it is likely that some aspects of well-being will be more relevant to one person than another. Practitioners should therefore adopt a flexible approach that allows for a focus on which aspects of well-being matter most to the adult concerned and co-produce solutions with people.

Key learning point

Practitioners must start with the assumption that the adult is best placed to judge their own well-being.

Other overarching duties

Dyletswyddau trosfwaol eraill

 • Barn, dymuniadau a theimladau'r unigolyn • Parchu urddas • Cyfranogiad • Nodweddion, diwylliant a chred	 • Views, wishes and feelings of the individual • Respecting dignity • Participation • Characteristics, culture and belief
 • Oedolion sydd yn y sefyllfa orau i farnu eu llesiant eu hunain • Hyrwyddo annibyniaeth	 • Adults best placed to judge their own well-being • Promoting independence
 • Magwraeth y plentyn gan deulu'r plentyn • Barn, dymuniadau a theimladau'r rhai sydd â chyfrifoldeb rhiant	 • Upbringing of the child by the child's family • Views, wishes and feelings of those with parental responsibility

Facilitator Notes

Welsh

Yn ogystal â'r ddyletswydd llesiant, mae dyletswyddau trosfwaol eraill sy'n sail i'r Ddeddf, a rhaid i'r awdurdod lleol gymryd camau i sicrhau bod yr holl weithgareddau'n cael eu darparu mewn ffordd sy'n cydymffurfio â'r dyletswyddau hyn. Mae'r dyletswyddau hyn yn berthnasol i awdurdodau lleol (neu sefydliadau eraill y mae ganddynt swyddogaethau wedi'u dirprwyo iddynt) a'u hymarferwyr wrth weithio gyda pherson a allai fod ag anghenion gofal a chymorth neu ofalwr ag anghenion cymorth, hyd yn oed os nad yw wedi'i sefydlu bod yr unigolyn wedi anghenion o'r fath neu a fyddai'r anghenion hynny'n gymwys. Mae pedair o'r dyletswyddau cyffredinol hyn yn berthnasol ym mhob achos, boed yn oedolyn neu'n blentyn. Y ddyletswydd i:

- Cyn belled ag y bo'n rhesymol ymarferol, dylech ganfod ac ystyried barn, dymuniadau a theimladau'r unigolyn.
- Dylech ystyried pwysigrwydd hybu a pharchu urddas yr unigolyn.
- Dylech ystyried pwysigrwydd darparu cymorth priodol i alluogi'r unigolyn i gymryd rhan mewn penderfyniadau sy'n effeithio arno i'r graddau sy'n briodol o dan yr amgylchiadau, yn enwedig pan fo gallu'r unigolyn i gyfathrebu yn gyfyngedig am unrhyw reswm.
- Ystyried nodweddion, diwylliant a chredoau unigolyn, gan gynnwys iaith
- Yng nghyd-destun y dyletswyddau trosfwaol hyn mae gofyniad i 'roi sylw' i fater penodol yn debyg i ofyniad i 'ystyried' neu 'gymryd i ystyriaeth' y mater hwnnw.

Mae dwy ddyletswydd drosfwaol yn berthnasol i oedolion yn benodol:

- i ddechrau gyda'r dybiaeth mai'r oedolyn sydd yn y sefyllfa orau i farnu ei lesiant ei hun

- i roi sylw i bwysigrwydd hybu ei annibyniaeth lle bo modd.

Dylid ystyried hybu annibyniaeth yng nghyd-destun [Fframwaith Gweithredu ar Fyw'n Annibynol](#) Llywodraeth Cymru sy'n canolbwyntio ar y [Model Cymdeithasol o Anabledd](#).

Mae'r Model Cymdeithasol o Anabledd yn gwneud y gwahaniaeth pwysig rhwng 'nam' ac 'anabledd'. Mae'n cydnabod bod pobl â namau yn cael eu hanalluogi gan y rhwystrau sy'n bodoli'n gyffredin mewn cymdeithas. O'i wireddu'n llawn, byddai'r model cymdeithasol yn golygu bod pobl anabl yn gallu cymryd rhan lawn mewn cymdeithas, a byddai effaith eu nam yn cael ei leihau'n sylweddol.

Mewn perthynas â phlant, mae dyletswydd hefyd i:

- hybu magwraeth y plentyn gan deulu'r plentyn, i'r graddau y mae gwneud hynny'n gyson â llesiant y plentyn

i rai dan 16 oed, i ganfod a rhoi sylw i farn, dymuniadau a theimladau'r rhai sydd â chyfrifoldeb rhiant, i'r graddau y mae hynny'n ymarferol ac yn gyson â llesiant y plentyn Cynhwyswch y cynnig gweithredol a darparwch daflen.

I Gymru mae'r Ddeddf yn atgyfnerthu'r ddeddfwriaeth a'r canllawiau presennol i unrhyw un yng Nghymru allu byw eu bywydau drwy gyfrwng y Gymraeg os ydynt yn dewis gwneud hynny. Ee: Mwy na Geiriau..." fframwaith strategol ar gyfer gwasanaethau Cymraeg mewn iechyd a gwasanaethau cymdeithasol.

Rhaid i hunaniaeth ddiwylliannol pobl ac anghenion iaith fod wrth wraidd gofal a chymorth

Mae adroddiad Different words different worlds: y cysyniad o ddewis iaith mewn gwaith cymdeithasol a gofal cymdeithasol (E Davies heb ddyddiad) yn amlygu hyn: " mae gan gleientiaid ddewis pa iaith i'w defnyddio a thrwy hynny mae ganddynt y gallu i ddewis y gair sy'n cyfleu'n fwyaf clir hanfod yr hyn y maent yn ceisio ei gyfathrebu. Gall pobl ddwyieithog hefyd ddefnyddio eu hail iaith i gyflawni swyddogaeth ymbellhau wrth drafod digwyddiadau cythryblus. "

English

As well as the well-being duty there are other overarching duties that underpin the Act, and the local authority must take steps to ensure that all activities are delivered in a way which complies with these duties. These duties apply to local authorities (or other organisations they have delegated functions to) and their practitioners when working with a person who may have needs for care and support or a carer with support needs, even if it has not been established that the individual has such needs or if those needs would be eligible.

Four of these overarching duties apply in all cases, whether an adult or a child. The duty to:

- Ascertain and have regard to the individual's views, wishes and feelings, in so far as is reasonable practicable.
- Have regard to the importance of promoting and respecting the dignity of the individual.
- Have regard to the importance of providing appropriate support to enable the individual to participate in decisions that affect them to the extent that it is appropriate in the circumstances, particularly where the individual's communication is limited for any reason.
- Have regard to the characteristics, culture and beliefs of an individual, including language

- In the context of these overarching duties a requirement to ‘have regard’ to a particular matter is similar to a requirement to ‘consider’ or ‘take into account’ that matter.

Two overarching duties apply specifically to adults:

- to begin with the presumption that the adult is best placed to judge their own well-being
- to have regard to the importance of promoting their independence where possible.

Promoting independence should be viewed in the context of the Welsh Government’s [Framework for Action on Independent Living](#) which is based on the [Social Model of Disability](#). The Social Model of Disability makes the important difference between ‘impairment’ and ‘disability’. It recognises that people with impairments are disabled by the barriers that commonly exist in a society. If fully realised, the social model would mean that disabled people were able to participate fully in society, and the impact of their impairment would be substantially reduced.

In relation to children there is also the duty to:

- promote the upbringing of the child by the child’s family, in so far as doing so is consistent with the well-being of the child

for under 16s, to ascertain and have regard to the views, wishes and feelings of those with parental responsibility, in so far as is practical and consistent with the child’s well-being
Include the active offer and provide handout.

For Wales the Act reinforces current legislation and guidance for anyone in Wales to be able to live their lives through the medium of Welsh if they choose to do so. Eg. More than Just Words...” a strategic framework for Welsh language services in health and social services.

People’s cultural identity and language needs must be at the heart of care and support

A report Different words different worlds: the concept of language choice in social work and social care(E Davies undated) highlights this: “ clients have a choice as to what language to use and thereby have the ability to select the word that most clearly captures the essence of what they are trying to communicate. Bilinguals can also use their second language to serve a distancing function when discussing troubling events. “

Care and Support (Eligibility) (Wales) Regulations 2015 – children Rheoliadau Gofal a Chymorth (Cymhwysedd) (Cymru) 2015 – plant

The need arises from the child's physical or mental ill-health, age, disability, dependence on alcohol or drugs or other similar circumstances, or if the need is unmet it is likely to have an adverse effect on the child's development

Mae'r angen yn deillio o afiechyd corfforol neu feddyliol, oedran, anabledd, dibyniaeth ar alcohol neu gyffuriau neu amgylchiadau tebyg eraill, neu os yw'r angen heb ei ddiwallu ei fod yn debygol o gael effaith andwyol at ddatblygiad y plentyn

As a result neither the child, the child's parents or others caring for the child are able to meet that need, either alone, or with support of willing others, or with assistance of services in the community

O ganlyniad, nid yw'r plentyn, rhieni'r plentyn nac eraill sy'n gofalu am y plentyn yn gallu diwallu'r angen hwnnw, naill ai ar eu pennau'u hunain, neu gyda chefnogaeth eraill parod, neu gyda chymorth gwasanaethau yn y gymuned

- Ability to carry out self-care or domestic routines
- Ability to communicate
- Protection from abuse or neglect
- Involvement in work, education, learning or in leisure activities
- Maintenance or development of family or other significant personal relationships
- Development and maintenance of social relationships and involvement in the community
- Achieving developmental goals

- Y gallu i gyflawni hunanofal neu arferion domestig
- Y gallu i gyfathrebu
- Amddiffyn rhag camdriniaeth ac esgeulustod
- Cymryd rhan mewn gwaith, addysg, dysgu neu weithgareddau hamdden
- Cynnal neu ddatblygu perthnasoedd teuluol neu berthnasoedd personol arwyddocaol eraill
- Datblygu a chynnal perthnasoedd cymdeithasol a chyfranogiad yn y gymuned
- Cyflawni nodau datblygiadol

As a consequence they are unlikely to achieve one or more personal outcomes unless the local authority provides or arranges care and support

O ganlyniad, maent yn annhebygol o gyflawni un neu fwy o ganlyniadau personol oni bai bod yr awdurdod lleol yn darparu neu'n trefnu gofal a chymorth

Facilitator Notes

Pedwar amod fel yr uchod: Mae'r amod cyntaf yn ymwneud ag amgylchiadau'r plentyn ac yn cael ei fodloni os yw'r angen yn codi o'r amgylchiadau a nodir yn y rheoliadau ac a ddangosir ar ochr chwith y sleid:

salwch corfforol neu feddyliol;

oed;

anabledd;

dibyniaeth ar alcohol neu gyffuriau; neu

amgylchiadau tebyg eraill

NEU os na chaiff yr angen ei ddiwallu mae'n debygol o gael effaith andwyol ar ddatblygiad y plentyn.

Bodlonir yr ail amod os yw'r angen yn ymwneud ag un neu fwy o'r canlyniadau a nodir yn y rheoliadau ac a ddangosir ar ochr dde'r sleid:

gallu i gyflawni hunanofal neu arferion domestig;

gallu i gyfathrebu;

amddiffyn rhag camdriniaeth ac esgeulustod;

cymryd rhan mewn gwaith, addysg, dysgu neu weithgareddau hamdden;

cynnal neu ddatblygu perthnasoedd teuluol neu berthnasoedd personol arwyddocaol eraill;

datblygu a chynnal perthnasoedd cymdeithasol a chyfranogiad yn y gymuned; neu

cyflawni nodau datblygu.

Mae'r trydydd amod yn cael ei fodloni os yw'r angen yn golygu nad yw'r plentyn, rhieni'r plentyn na phersonau eraill mewn rôl rhiant yn gallu bodloni, naill ai ar eu pen eu hunain neu gyda'i gilydd, neu gyda chefnogaeth eraill parod neu gyda chymorth gwasanaethau yn y gymuned y mae gan y plentyn, y rhieni neu bersonau eraill mewn rôl rhiant fynediad iddi. Dylai'r asesiad sefydlu a yw anghenion y plentyn yn golygu **ni all** yr anghenion gael eu diwallu drwy: wasanaethau sydd ar gael yn y gymuned sy'n hygyrch iddynt heb fod angen cynllun gofal a chymorth; gofal a chymorth a gydlynir ganddyn nhw eu hunain, eu teulu neu ofalwr, neu eraill; neu drwy unrhyw fodd arall.

Mae'r uchod yn golygu os yw (neu y bydd) angen plentyn am ofal a chymorth yn cael ei ddiwallu gan deulu'r plentyn neu ofalwr arall, a'u bod yn fodlon ac yn gallu gwneud hynny, yna nid yw'r ddyletswydd ar awdurdod lleol i ddiwallu'r anghenion hynny yn berthnasol. Bodlonir y pedwerydd amod os yw'r plentyn yn annhebygol o gyflawni un neu fwy o'i ganlyniadau personol oni bai bod yr awdurdod lleol yn darparu neu'n trefnu gofal a chymorth i ddiwallu'r angen yn unol â chynllun gofal a chymorth neu ei fod yn galluogi'r angen i gael ei ddiwallu drwy wneud taliadau uniongyrchol.

Wrth benderfynu ar gymhwysedd, rhaid i'r awdurdod lleol sicrhau bod y plentyn a'r teulu yn cael eu cynnwys fel partneriaid llawn wrth asesu i ba raddau y gallant gyflawni canlyniadau personol y plentyn; neu gyda chefnogaeth eraill sy'n fodlon darparu'r cymorth hwnnw; neu gyda chymorth gwasanaethau yn y gymuned y mae ganddynt fynediad iddynt. Ni ddylid defnyddio'r meini prawf cymhwysedd fel arf i'w gwneud yn ofynnol i deuluoedd ddangos eu bod wedi defnyddio pob math arall o gymorth posibl cyn dod yn gymwys i gael cymorth awdurdod lleol.

Pwynt dysgu allweddol

Rhagdybir bod gan blentyn anabl anghenion gofal a chymorth yn ychwanegol at, neu yn lle, y gofal a'r cymorth a ddarperir gan deulu'r plentyn.

English

Four conditions as above: The first condition relates to the child's circumstances and is met if the need arises from the circumstances which are specified in the regulations and shown on the left hand side of the slide:

physical or mental ill-health;

age;

disability;

dependence on alcohol or drugs; or

other similar circumstances

OR if the need is unmet it is likely to have an adverse effect on the child's development.

The second condition is met if the need relates to one or more of the outcomes specified in the regulations and shown on the right hand side of the slide:

ability to carry out self-care or domestic routines;

ability to communicate;

protection from abuse or neglect;

involvement in work, education, learning or in leisure activities;

maintenance or development of family or other significant personal relationships; development and maintenance of social relationships and involvement in the community; or achieving developmental goals.

The third condition is met if the need is such that neither the child, the child's parents nor other persons in a parental role are able to meet, either alone or together, or with the support of willing others or with assistance of services in the community to which the child, the parents or other persons in a parental role have access.

The assessment should establish whether the child's needs are such that the needs **cannot** be met through: services available in the community which are accessible to them without the need for a care and support plan; care and support co-ordinated by themselves, their family or carer, or others; or by any other means.

The above means that if a child's need for care and support is being (or will be) met by the child's family or other carer and they are willing and able to do so then the duty on a local authority to meet those needs does not apply.

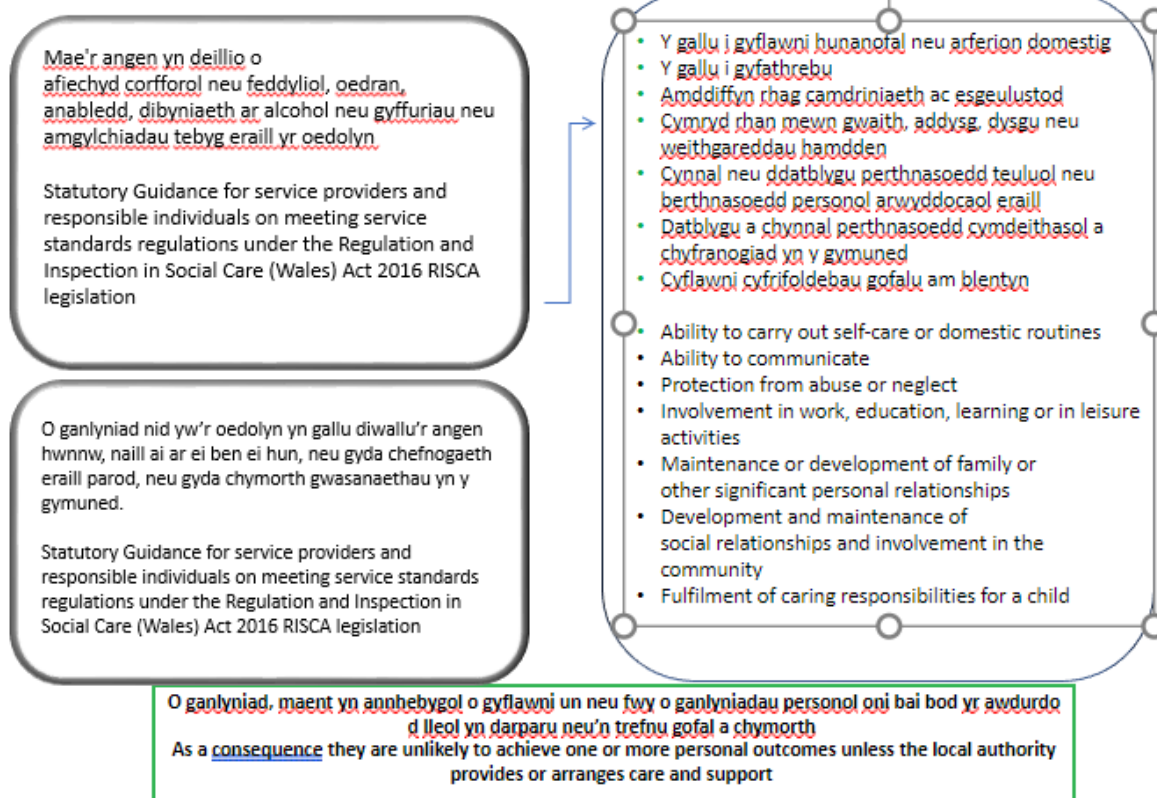
The fourth condition is met if the child is unlikely to achieve one or more of their personal outcomes unless the local authority provides or arranges care and support to meet the need in accordance with a care and support plan or it enables the need to be met by making direct payments.

In determining eligibility, the local authority must ensure the child and family are involved as full partners in assessing to what extent they are able to meet the child's personal outcomes; or with the support of others who are willing to provide that support; or with the assistance of services in the community to which they have access. The eligibility criteria must not be used as a tool to require families to demonstrate they have exhausted every other possible avenue of support before becoming eligible for local authority assistance.

Key learning point

There is a presumption that a disabled child has needs for care and support in addition to, or instead of, the care and support provided by the child's family

2 Care and Support (Eligibility) (Wales) Regulations 2015 – adults 5 Rheoliadau Gofal a Chymorth (Cymhwysedd) (Cymru) 2015 – oedolion



Facilitator Notes

Welsh

Sleidiau animeiddiedig

Pedwar amod fel yr uchod.

Dylai'r asesiad sefydlu a yw anghenion yr unigolyn yn golygu **ni all** yr anghenion gael eu diwallu drwy: wasanaethau sydd ar gael yn y gymuned sy'n hygyrch iddynt heb fod angen cynllun gofal a chymorth; gofal a chymorth a gydlynir ganddynt hwy eu hunain, eu teulu neu ofalwr, neu eraill; neu drwy unrhyw fodd arall. Mae'r uchod yn golygu os yw (neu y bydd) angen unigolyn am ofal a chymorth yn cael ei ddiwallu gan ofalwr, a bod y gofalwr hwnnw'n fodlon ac yn gallu diwallu anghenion yr unigolyn, yna nid yw'r ddyletswydd ar awdurdod lleol i ddiwallu'r anghenion hynny yn berthnasol. Fodd bynnag, ni ddylai fod gorddibyniaeth ar ofalwyr: **RHAID** i ni sicrhau bod trefniadau gofalu yn gynaliadwy a bod hynny hefyd yn cydymffurfio â'r ddyletswydd gyffredinol i sicrhau llesiant y gofalwr a'r sawl y gofelir amdano.

Bodlonir y pedwerydd amod os yw'r oedolyn yn annhebygol o gyflawni un neu fwy o'i ganlyniadau personol oni bai bod yr awdurdod lleol yn darparu neu'n trefnu gofal a chymorth i ddiwallu'r angen yn unol â chynllun gofal a chymorth neu ei fod yn galluogi'r angen i gael ei ddiwallu drwy gwneud taliadau uniongyrchol.

Wrth benderfynu ar gymhwysedd, **rhaid** i'r awdurdod lleol sicrhau bod yr unigolyn yn cael ei gynnwys fel partner llawn wrth asesu i ba raddau y mae'n gallu cyflawni ei ganlyniadau personol; neu gyda chefnogaeth eraill sy'n fodlon darparu'r cymorth hwnnw; neu gyda chymorth gwasanaethau yn y gymuned y mae ganddynt fynediad iddynt. ***Ni ddylid defnyddio'r meini prawf cymhwysedd fel arf i'w gwneud yn ofynnol i unigolion ddangos eu bod wedi defnyddio pob math arall o gymorth posibl cyn dod yn gymwys i gael cymorth awdurdod lleol.***

Pwynt dysgu allweddol: Mae gan yr oedolyn angen cymwys am ofal a chymorth os bydd asesiad yn sefydlu mai'r unig ffordd y gall oresgyn rhwystrau i gyflawni ei ganlyniadau personol yw drwy i'r awdurdod lleol weithio gyda nhw i baratoi cynllun gofal a chymorth ar y cyd, a sicrhau bod y cynllun yn cael ei gyflawni.

Os na all y ddarpariaeth o ofal a chymorth helpu'r person, nid yw'r cwestiynau ynghylch cymhwysedd yn codi.

Animated slides

Four conditions as above.

The assessment should establish whether the individual's needs are such that the needs **cannot** be met through: services available in the community which are accessible to them without the need for a care and support plan; care and support co-ordinated by themselves, their family or carer, or others; or by any other means. The above means that if an individual's need for care and support is being (or will be) met by a carer, and that carer is willing and able to meet the individual's needs then the duty on a local authority to meet those needs does not apply. However, there should not be an overreliance on carers: we **MUST** ensure that caring arrangements are sustainable and that also complies with the general duty to ensure the wellbeing of the carer and person cared for.

The fourth condition is met if the adult is unlikely to achieve one or more of their personal outcomes unless the local authority provides or arranges care and support to meet the need in accordance with a care and support plan or it enables the need to be met by making direct payments.

In determining eligibility, the local authority **must** ensure the individual is involved as a full partner in assessing to what extent they are able to meet their personal outcomes; or with the support of others who are willing to provide that support; or with the assistance of services in the community to which they have access. ***The eligibility criteria must not be used as a tool to require individuals to demonstrate they have exhausted every other possible avenue of support before becoming eligible for local authority assistance.***

Key learning point: The adult has an eligible need for care and support if an assessment establishes that they can only overcome barriers to achieving their personal outcomes by

the local authority working with them in jointly preparing a care and support plan, and ensuring that the plan is delivered.

If the provision of care and support cannot help the person the questions of eligibility doesn't arise.

Care and Support (Eligibility) (Wales) Regulations 2015 – carers Rheoliadau Gofal a Chymorth (Cymhwysedd) (Cymru) 2015 – gofalwyr

Their need is one that arises as a result of providing care for either a disabled child or an adult who has needs arising from physical or mental ill-health, age, disability, dependence on alcohol or drugs or other similar circumstances

Mae'r angen yn deillio o ddarparu gofal i naill ai blentyn anabl neu oedolyn sydd ag anghenion yn codi o afiechyd corfforol neu feddyliol, oedran, anabledd, dibyniaeth ar alcohol neu gyffuriau neu amgylchiadau tebyg eraill yr oedolyn

As a result the carer cannot meet the need alone, or with support of willing others, or with assistance of services in the community

O ganlyniad, nid yw'r gofalwr yn gallu diwallu'r angen hwnnw ar ein ben ei hun, neu gyda chefnogaeth eraill parod, neu gyda chymorth gwasanaethau yn y gymuned

- Ability to carry out self-care or domestic routines
- Ability to communicate
- Protection from abuse or neglect
- Involvement in work, education, learning or in leisure activities
- Maintenance or development of family or other significant personal relationships
- Development and maintenance of social relationships and involvement in the community
- For an adult carer, fulfilment of caring responsibilities for a child
- For a child, achieving developmental goals

- Y gallu i gyflawni hunanofal neu arferion domestig
- Y gallu i gyfathrebu
- Amddiffyn rhag camdriniaeth ac esgeulustod;
- Cymryd rhan mewn gwaith, addysg, dysgu neu weithgareddau hamdden
- Cynnal neu ddatblygu perthnasoedd teuluol neu berthnasoedd personol arwyddocaol eraill
- Datblygu a chynnal perthnasoedd cymdeithasol a chyfranogiad yn y gymuned
- Ar gyfer gofalwr sy'n oedolyn, cyflawni cyfrifoldebau gofalu am blentyn
- Ar gyfer plentyn, cyflawni nodau datblygiadol

As a **consequence** they are unlikely to achieve one or more personal outcomes unless the local authority provides or arranges support for the carer or care for the cared for person
O ganlyniad, maent yn annhebygol o gyflawni un neu fwy o ganlyniadau personol oni bai bod yr awdurdod lleol yn darparu neu'n trefnu cymorth i'r gofalwr neu ofal ar gyfer y person sy'n derbyn gofal.

Facilitator Notes

Welsh

Pedwar amod:

Mae'r amod cyntaf yn ymwneud ag amgylchiadau'r gofalwr ac fe'i diwellir os yw'r angen yn un sy'n codi o ganlyniad i ddarparu gofal ar gyfer naill ai plentyn anabl neu oedolyn sydd ag anghenion yn deillio o amgylchiadau a nodir yn y rheoliadau ac a ddangosir ar ochr chwith y sleid:

salwch corfforol neu feddyliol;

oed;

anabledd;

dibyniaeth ar alcohol neu gyffuriau; neu amgylchiadau tebyg eraill.

Bodlonir yr ail amod os yw'r angen yn ymwneud ag un neu fwy o'r canlyniadau a nodir yn y rheoliadau ac a ddangosir ar ochr dde'r sleid:

gallu i gyflawni hunanofal neu arferion domestig;

gallu i gyfathrebu;

amddiffyn rhag camdriniaeth ac esgeulustod;

cymryd rhan mewn gwaith, addysg, dysgu neu weithgareddau hamdden;

cynnal neu ddatblygu perthnasoedd teuluol neu berthnasoedd personol arwyddocaol eraill;

datblygu a chynnal perthnasoedd cymdeithasol a chyfranogiad yn y gymuned; neu

yn achos gofalwr sy'n oedolyn, cyflawni cyfrifoldebau gofalu am blentyn;

yn achos gofalwr plant, cyflawni nodau datblygiadol.

Mae'r trydydd amod yn cael ei ddiwallu os yw'r angen yn golygu na all y gofalwr ddiwallu'r angen hwnnw ar ei ben ei hun, gyda chymorth eraill sy'n gallu ac yn fodlon darparu'r cymorth hwnnw, neu gyda chymorth gwasanaethau y mae gan y gofalwr fynediad iddynt. Dylai'r asesiad sefydlu a yw anghenion yr unigolyn yn golygu **ni all** yr anghenion gael eu diwallu drwy: wasanaethau sydd ar gael yn y gymuned sy'n hygyrch iddynt heb fod angen cynllun gofal a chymorth; gofal a chymorth a gydlynir ganddynt hwy eu hunain, eu teulu neu ofalwr, neu eraill; neu drwy unrhyw fodd arall.

Bodlonir y pedwerydd amod os yw'r gofalwr yn annhebygol o gyflawni un neu fwy o'i ganlyniadau personol oni bai i) bod yr awdurdod lleol yn darparu neu'n trefnu cymorth i'r gofalwr i ddiwallu angen y gofalwr, neu ii) bod yr awdurdod lleol yn darparu neu'n trefnu gofal a chymorth i'r person y mae'r gofalwr yn darparu gofal ar ei gyfer, er mwyn diwallu angen y gofalwr, neu iii) ei fod yn galluogi'r angen i gael ei ddiwallu drwy wneud taliadau uniongyrchol.

Os mai plentyn yw'r gofalwr, rhaid i'r asesiad roi sylw i'w anghenion datblygiadol ac i ba raddau y mae'n briodol i'r plentyn ddarparu'r gofal. Rhaid i asesu hefyd geisio nodi'r canlyniadau y mae'r rhai sydd â chyfrifoldeb rhiant yn dymuno eu cyflawni. Dylai hyn arwain at yr awdurdod lleol yn ystyried a yw gofalwr sy'n blentyn mewn gwirionedd yn blentyn ag anghenion gofal a chymorth yn ei rinwedd ei hun ac a ddylai felly gael ei asesu o dan Adran 21 o'r Ddeddf.

Fodd bynnag, ni ddylai fod gorddibyniaeth ar ofalwyr: **RHAID i ni sicrhau bod trefniadau gofalu yn gynaliadwy a bod hynny hefyd yn cydymffurfio â'r ddyletswydd gyffredinol i sicrhau llesiant y gofalwr a'r sawl y gofelir amdano.**

Pwynt dysgu allweddol

Os mai plentyn yw'r gofalwr, rhaid i'r awdurdod lleol roi sylw i'w anghenion datblygiadol ac i ba raddau y mae'n briodol i'r plentyn ddarparu'r gofal.

English

Four conditions:

The first condition relates to the carer's circumstances and is met if the need is one that arises as a result of providing care for either a disabled child or an adult who has needs arising from circumstances which are specified in the regulations and shown on the left hand side of the slide:

physical or mental ill-health;
age;
disability;
dependence on alcohol or drugs; or
other similar circumstances.

The second condition is met if the need relates to one or more of the outcomes specified in the regulations and shown on the right hand side of the slide:

ability to carry out self-care or domestic routines;
ability to communicate;
protection from abuse or neglect;
involvement in work, education, learning or in leisure activities;

maintenance or development of family or other significant personal relationships;
development and maintenance of social relationships and involvement in the community;
or

in the case of an adult carer, fulfilment of caring responsibilities for a child;

in the case of a child carer, achieving developmental goals.

The third condition is met if the need is such that the carer is not able to meet that need alone, with the support of others who are able and willing to provide that support, or with the assistance of services which the carer has access to.

The assessment should establish whether the individual's needs are such that the needs **cannot** be met through: services available in the community which are accessible to them without the need for a support plan; support co-ordinated by themselves, their family or carer, or others; or by any other means.

The fourth condition is met if the carer is unlikely to achieve one or more of their personal outcomes unless i) the local authority provides or arranges support to the carer to meet the carer's need, or ii) the local authority provides or arranges care and support to the person for whom the carer provides care, in order to meet the carer's need, or iii) it enables the need to be met by making direct payments.

Where the carer is a child the local authority must have regard to his or her developmental needs and the extent to which it is appropriate for the child to provide care. Assessment must also seek to identify the outcomes that those with parental responsibility wish to achieve. This should lead to consideration by the local authority of whether a child carer is actually a child with care and support needs in his or her own right and who therefore should be assessed under Section 21 of the Act.

However, there should not be an overreliance on carers: we **MUST** ensure that caring arrangements are sustainable and that also complies with the general duty to ensure the wellbeing of the carer and person cared for.

Key learning point

Where the carer is a child the local authority must have regard to his or her developmental needs and the extent to which it is appropriate for the child to provide care.

Gwaith grŵp astudiaethau achos

- Yn eich grwpiau, edrychwch ar eich astudiaeth achos a phenderfynwch
- A ydych yn meddwl bod y person yn gymwys i gael gofal a/neu gymorth?
- Beth yw eich tystiolaeth ar gyfer eich penderfyniad?

Group work case studies

- In your groups, look at your case study and determine
- Whether you think the person is eligible for care and/or support?
- What is your evidence for your decision?



www.gofalcymdeithasol.cymru
www.socialcare.wales



Welsh

[Astudiaeth Achos Nathan Jessie ac Anna.docx](#)

[Astudiaeth Achos Deryn.docx](#)

[Astudiaeth Achos Geraint.docx](#)

English

[Case Study Nathan Jessie and Anna.docx](#)

[Case Study Deryn.docx](#)

[Case Study Geraint.docx](#)

Facilitator Notes

Welsh

Dosbarthwch daflenni ar feini prawf cymhwysedd ar gyfer Oedolion, Gofalwyr a phlant i baratoi ar gyfer yr ymarfer:

Darparwch astudiaethau achos: Nathan, Jessie ac Anna
Deryn

Geraint

Gwaith grŵp fel uchod: Gofynnwch am adborth gan grwpiau. Caniatewch 30 munud ar gyfer yr ymarfer.

English

Give handouts on eligibility criteria for Adults, Carers and children in preparation for exercise:

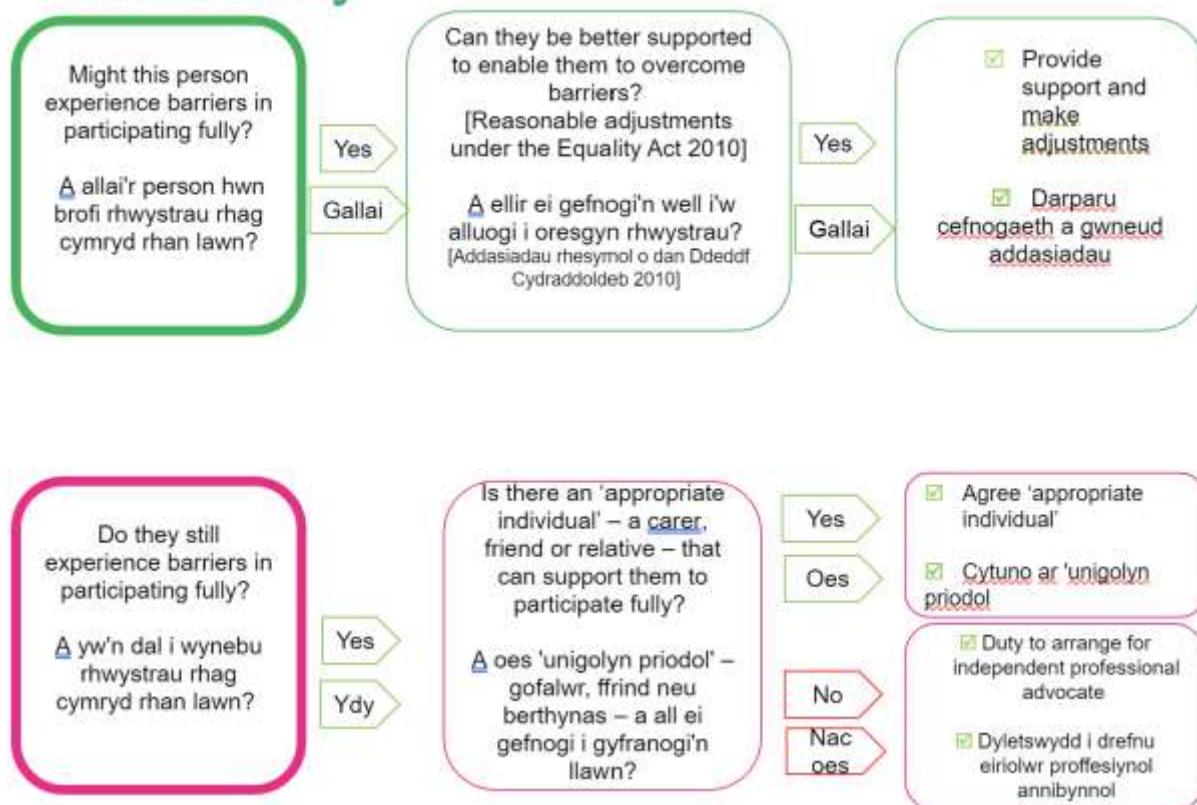
Provide case studies: Nathan, Jessie and Anna

Deryn

Geraint

Group work as above: Ask for feedback from groups. Allow 30 mins for exercise.

3 1 Advocacy



Welsh

[NODYN HWYLUSYDD: mae gan y sleid hon animeiddiad]

Cofiwch fod yn rhaid cynnig eiriolaeth ffurfiol, os nad oes unrhyw fath o gynrychiolaeth gan deulu/ffrindiau. Rhaid gofyn y cwestiwn ar y pwynt cyswllt cyntaf a oes angen cymorth. Mae angen ei gynnig drwy gydol y broses ac yn ystod y cam asesu: pryd bynnag y bo hynny. Hyd yn oed o'r cam cyngor/cymorth.

Mae'r Ddeddf yn ei gwneud yn ofynnol i awdurdodau lleol gefnogi pobl i gymryd rhan lawn yn y penderfyniadau a wneir am eu gofal a'u cymorth. Dylai pobl fod yn bartneriaid gweithredol yn y prosesau gofal a chymorth allweddol o asesu, cynllunio ac adolygu gofal a chymorth, ac unrhyw ymholiadau diogelu.

Er gwaethaf y rhwystrau y gall unigolion fod yn eu profi, rhaid i awdurdodau lleol eu cynnwys, eu helpu i fynegi eu dymuniadau a'u teimladau, a'u cefnogi i bwysu a mesur opsiynau a gwneud penderfyniadau am eu canlyniadau personol. Er enghraifft, trwy ddarparu gwybodaeth mewn fformat hygyrch a chynnwys cyfieithydd sydd wedi'i hyfforddi'n briodol ac sydd wedi'i gofrestru'n briodol os oes angen un ar y person ee os yw'n defnyddio iaith arwyddion neu os nad oes ganddo ddigon o Gymraeg neu Saesneg i gymryd rhan heb gyfieithydd. Sylwch fod gan awdurdodau lleol ddyletswydd o dan Ddeddf Cydraddoldeb 2010 i wneud addasiadau rhesymol i ddiwallu anghenion pobl sydd â gofynion hygrychedd penodol.

Gwnewch yn siŵr bod pobl yn cofio pwy ddylai'r unigolyn priodol fod: rhywun y mae'r person eisiau ei gefnogi, ac na ellir ei gynnwys mewn unrhyw ymholiad diogelu.

Pwynt dysgu allweddol

Rhaid i awdurdod lleol gefnogi unigolion i gymryd rhan lawn yn y prosesau gofal a chymorth allweddol. Dylech ystyried galluedd ac, ar gyfer oedolion a phlant 16 oed neu hŷn, dylech ddilyn egwyddorion Deddf Galluedd Meddyliol 2005.

English

[FACILITATORS NOTE: this slide has animation]

Recap that formal advocacy must be offered, if there are no forms of representation from family/friends. Must ask the question at the point of first contact whether support is required. Needs to be offered throughout the process and at the assessment stage: whenever that may be. Even from advice/assistance stage.

The Act requires that local authorities support people to fully participate in decisions made about their care and support. People should be active partners in the key care and support processes of assessment, care and support planning and review, and any safeguarding enquiries.

Despite the barriers individuals may be experiencing, local authorities must involve them, help them express their wishes and feelings, and support them to weigh up options and make decisions about their personal outcomes. For example, by providing information in an accessible format and involving an appropriately trained and registered interpreter if the person needs one e.g. if they are a sign language user or don't have enough English or Welsh to be involved without an interpreter. Note that local authorities have a duty under the Equality Act 2010 to make reasonable adjustments to meet the needs of people with particular accessibility requirements.

Check out that people remember who the appropriate individual must be: someone the person wants to support them, and who cannot be implicated in any safeguarding enquiry.

Key learning point

A local authority must support individuals to fully participate in the key care and support processes. You should consider capacity and, for adults and children aged 16 or over, follow the principles of the Mental Capacity Act 2005.

Cynlluniau Gofal a Chymorth

Care and Support Plans

- Rhaid i Awdurdodau Lleol ddarparu a pharhau i adolygu cynllun gofal a/neu gymorth ar gyfer unigolion ag anghenion cymwys.
- Rhaid i unigolion fod yn glir ynghylch unrhyw gyfraniad ariannol sydd ei angen fel rhan o'u cynllun gofal a chymorth
- Local Authorities must provide and keep under review a care and /or support plan for individuals with eligible needs.
- Individuals must be clear about any financial contribution required as part of their care and support plan

Facilitator Notes

Mae cynlluniau gofal a chymorth yma yn cyfeirio at y rhai a gwblhawyd gan weithwyr cymdeithasol, nid y cynlluniau gofal a gwblhawyd yn y sector annibynnol megis cartrefi gofal ac asiantaethau gofal cartref. Mae'r asiantaethau hyn yn cael eu harwain gan Ganllawiau Statudol ar gyfer darparwyr gwasanaethau ac unigolion cyfrifol ar fodloni rheoliadau safonau gwasanaeth o dan Ddeddf Rheoleiddio ac Arolygu Gofal Cymdeithasol (Cymru) 2016 RISCA. Gweler y ddolen hon am ragor o wybodaeth [52813 Welsh Act Social Care \(Wales\) Act 2016.indd \(legislation.gov.uk\)](#) [Statutory Guidance for service providers \(gov.wales\)](#). Heb ei gynllunio i ddisodli'r Mesur Iechyd Meddwl (2011), na Chynllunio Gofal a Thriniaeth o dan y Mesur hwn, bydd yn parhau

Rhaid i awdurdodau lleol ddarparu, a pharhau i adolygu, cynlluniau gofal a chymorth ar gyfer plant ac oedolion, a chynlluniau cymorth ar gyfer gofalwyr, sydd ag anghenion gofal a chymorth sy'n bodloni'r meini prawf cymhwysedd. Mae'r **ddyletswydd** hon hefyd yn berthnasol i bobl pan fo'n ymddangos i'r awdurdod lleol ei bod yn angenrheidiol diwallu anghenion y person er mwyn amddiffyn y person rhag cael ei gam-drin neu ei esgeuluso neu rhag y risg o gael ei gam-drin neu ei esgeuluso (ac yn ychwanegol yn achos plentyn: niwed neu'r risg o niwed).

Gellir diwallu anghenion llawer o unigolion am ofal a chymorth heb gynllun ffurfiol. Os nad yw rhywun yn gymwys, neu os ydynt yn gallu diwallu eu hanghenion heb fod angen cymorth gan yr Awdurdod Lleol, yna nid oes angen cynllun gofal a chymorth. Fodd bynnag, mae angen cofnodi canlyniad yr asesiad o hyd: Fodd bynnag, **mae angen cynllun** pan fo'r

unigolyn yn annhebygol o gyflawni ei ganlyniadau personol oni bai bod yr awdurdod lleol yn darparu neu'n trefnu gofal a chymorth i ddiwallu angen cymwys a nodwyd. Rhaid i'r awdurdod lleol gynnwys yr unigolyn a datblygu'r cynllun ar y cyd a, lle bo'n ymarferol, unrhyw ofalwr.

Rhaid parhau i **adolygu'r** cynllun. Os yw'r awdurdod yn credu bod angen cymwys unigolyn am ofal a chymorth wedi newid, rhaid iddo gynnal asesiad a diwygio'r cynllun yn ôl yr angen. **Ni** ddylai cynllun gael ei gau heb adolygiad.

Pan fo'n ofynnol i awdurdod lleol baratoi a chynnal cynllun gofal a/neu gymorth, rhaid iddo sicrhau bod unigolyn a enwir i gydlynw'r gwaith o baratoi, cwblhau, adolygu, cyflawni a diwygio'r cynllun.

Mewn llawer o achosion **cydlynnydd** y cynllun gofal a chymorth fydd yr un ymarferydd â'r cydlynnydd asesu. Mae gweithwyr cymdeithasol a therapyddion galwedigaethol mewn sefyllfa dda i ymgymryd â'r rôl hon, sy'n cynnwys:

- Gweithredu fel ffocws cyfathrebu ar gyfer gwahanol ymarferwyr a'r unigolyn
- Sicrhau bod gwybodaeth yn cael ei chofnodi'n gywir, a bod y cynllun gofal a chymorth ar gael i'r unigolyn
- Sicrhau bod unrhyw broblemau neu anawsterau o ran cydlynw neu gwblhau adolygiad yn cael eu datrys
- Rhaid i'r cydlynnydd feddu ar y sgiliau, y wybodaeth a'r cymhwysedd i ymgymryd â'r rôl a chynghorir y gellir ymgymryd â'r gweithgareddau hyn gan:
-

Naill ai gweithiwr cymdeithasol cofrestredig neu weithiwr gofal cymdeithasol proffesiynol, o dan oruchwyliaeth gweithiwr cymdeithasol cofrestredig sy'n cynnwys gwybodaeth a sgiliau wrth gynnal asesiad sy'n canolbwyntio ar yr unigolyn.

Rhaid i ymarferwyr sy'n paratoi, cynnal ac adolygu cynlluniau gofal a chymorth at ddibenion mabwysiadu fodloni gofynion 'Rheoliadau Cyfyngu ar Adroddiadau Mabwysiadu 2005'. Dylai fod gan staff sy'n cyflawni dyletswyddau cysylltiedig nad ydynt yn dod o dan y rheoliadau hyn y wybodaeth a'r ddealltwriaeth berthnasol o oblygiadau gydol oes mabwysiadu.

Rhaid i awdurdod lleol sicrhau bod gwasanaethau a ddarperir i bobl fyddarddall yn briodol, gan gydnabod efallai na fyddant o reidrwydd yn gallu elwa ar wasanaethau prif ffrwd neu'r gwasanaethau hynny sydd wedi'u hanelu'n bennaf at bobl ddall neu bobl fyddar sy'n gallu dibynnu ar eu synhwyrâu eraill. Rhaid i awdurdodau lleol sicrhau bod pobl fyddarddall yn gallu cael mynediad at weithwyr cymorth un-i-un sydd wedi'u hyfforddi'n benodol ar gyfer y bobl hynny y maent yn asesu bod angen un arnynt.

Ar gyfer oedolion, mewn achosion lle mae'r cynllun gofal a chymorth yn nodi gofal a chymorth lle y gallai fod angen cyfraniad ariannol gan yr unigolyn, rhaid gwneud trefniadau i sicrhau bod yr unigolyn yn glir ynghylch hyn, a bod asesiad ariannol yn cael ei gynnal lle bo angen. Os oes gan oedolyn fodd ariannol uwchlaw'r terfyn ariannol, dylai'r awdurdod lleol sicrhau ei fod yn parhau i gael mynediad at wybodaeth, cyngor a chymorth o ansawdd da sy'n ei alluogi i wneud penderfyniadau gwybodus am ei anghenion gofal a chymorth. Gall yr

Awdurdod Lleol hefyd gynnig cymorth i'r rheini a all fod uwchlaw'r trothwy ariannol ond sydd angen cymorth gyda gofal a chymorth: Gallai'r rhai sy'n ariannu eu hunain ofyn i'r ALL ymrwymo i gontract ar eu rhan eu hunain, neu gallant ddewis cynnig cymorth i rywun y gallai fod ganddynt bryderon ynghylch diwallu anghenion/cydlynu cynlluniau drostynt eu hunain e.e. rhywun ag anghenion iechyd meddwl.

Pwynt dysgu allweddol

Rhaid datblygu'r cynllun gofal a/neu gymorth mewn partneriaeth â'r unigolyn i sicrhau bod dealltwriaeth gytûn o'r modd y caiff yr anghenion eu diwallu a'r canlyniadau personol eu cyflawni.

English

Care and support plans here refer to those completed by social workers, not the care planning completed in the independent sector such as care homes and domiciliary care agencies . These agencies are guided by Statutory Guidance for service providers and responsible individuals on meeting service standards regulations under the Regulation and Inspection in Social Care (Wales) Act 2016 RISCA legislation. See this link for further information [52813 Welsh Act Social Care \(Wales\) Act 2016.indd \(legislation.gov.uk\)](#) [Statutory Guidance for service providers \(gov.wales\)](#) Not designed to replace the Mental Health Measure (2011), or Care and Treatment Planning under this Measure will continue Local authorities **must** provide, and keep under review, care and support plans for children and adults, and support plans for carers, who have needs for care and support which meet the eligibility criteria. This **duty** also applies for people where it appears to the local authority that it is necessary to meet the person's needs in order to protect the person from abuse or neglect or the risk of abuse or neglect (and additionally in the case of a child: harm or the risk of harm).

Many individuals' needs for care and support can be met without a formal plan. If someone is not eligible, or they are able to meet their needs without requiring support from the Local Authority, then a care and support plan is not required. However, there is still a need to record the outcome of the assessment: However, **a plan is needed** when the individual is unlikely to achieve their personal outcomes unless the local authority provides or arranges care and support to meet an identified, eligible need. The local authority must involve the individual and jointly develop the plan and, where feasible, any carer.

The plan must be kept under **review**. If the authority believes that an individual's eligible need for care and support has changed, it must conduct an assessment and revise the plan as necessary. A plan must **not** be closed without a review.

Where a local authority is required to prepare and maintain a care and / or support plan it must ensure that there is a named individual to co-ordinate the preparation, completion, review, delivery and revision of the plan.

In many cases the care and support plan **co-ordinator** will be the same practitioner as the assessment co-ordinator. Social workers and occupational therapists are well placed to undertake this role, which includes:

- Acting as a focus for communication for different practitioners and the individual

- To make sure that information is recorded correctly, and that the care and support plan is made available to the individual
- To ensure that any problems or difficulties in the co-ordination or completion of a review are resolved
- The co-ordinator must have the skills, knowledge and competence to undertake the role and it is advised that these activities can be undertaken by:
-

Either a registered social work or a social care professional, under the supervision of a registered social worker which includes knowledge and skills in undertaking person centred assessment.

Practitioners preparing, maintaining and reviewing care and support plans for the purposes of adoption must fulfil the requirements of the 'Restriction of Adoption Reports Regulations 2005'. Staff undertaking linked duties not covered by these regulations should have the relevant knowledge and understanding of the lifelong implications of adoption.

A local authority must ensure that services provided to deafblind people are appropriate, recognising that they may not necessarily be able to benefit from mainstream services or those services aimed primarily at blind people or deaf people who are able to rely on their other senses. Local authorities must ensure that deafblind people are able to access specifically trained one-to-one support workers for those people they assess as requiring one.

For adults, in cases where the care and support plan identifies care and support which may require a financial contribution from the individual, arrangements must be made to ensure the individual is clear about this, and that a financial assessment is undertaken where this is required. If an adult has financial means above the financial limit the local authority should ensure they continue to have access to good quality information, advice and assistance that enables them to make informed decisions about their care and support needs. The Local Authority can also offer support to those who may be above the financial threshold but need help with care and support: Self-funders could ask the LA to enter into a contract on behalf of themselves, or can choose to offer support to someone who they may have concerns about meeting needs/coordinating plans for themselves e.g. someone with mental health needs.

Key learning point

The care and / or support plan must be developed in partnership with the individual to ensure there is an agreed understanding of how the needs will be met and personal outcomes achieved

Cynnwys Cynlluniau Gofal a/neu Gymorth

- Egwyddorion
- Canlyniadau
- Manylion yr anghenion hynny a ddiwallir gan eraill
- Adnoddau
- Camau gweithredu a sut y caiff y rhain eu monitro
- Taliadau uniongyrchol

Content of Care and/or Support Plans

- Principles
- Outcomes
- Detail of those needs met by other
- Resources
- Actions and how these will be monitored
- Direct payments

Facilitator Notes

Welsh

Un o'r cysyniadau allweddol i'w bwysleisio gydag ymarferwyr yw'r angen am gymesuredd gyda chyfathrebu da, clir a thryloyw yr holl ffordd drwy'r broses. Ansawdd y rhyngweithiadau hyn a thryloywder y cyfathrebu a fydd yn helpu unigolion sydd angen cymorth i deimlo'n rhan o'r broses.

Rhaid i ddyletswyddau trosfwaol y Ddeddf gael eu dilyn wrth ddatblygu cynlluniau, a ddylai ganolbwyntio ar yr unigolyn, hybu llesiant a bod yn seiliedig ar ganlyniadau. Mae'n bwysig hefyd eu bod yn glir ac yn gryno a'u bod yn defnyddio iaith a dulliau cyfathrebu priodol a'u bod mewn fformat hygyrch er mwyn i'r unigolyn allu cymryd rhan yn ei gynlluniau a deall ei gynllun. Ystyried a oes angen eiriolaeth.

Rhaid i gynlluniau hefyd gael eu hintegreiddio lle bo modd (ac mae'n briodol gwneud hynny) a chael eu perchnogi a'u gweithredu ar y cyd gan ymarferwyr. Er enghraifft, wedi'u hintegreiddio ar draws iechyd a gofal cymdeithasol neu ofal cymdeithasol ac addysg. Rhaid i awdurdodau lleol sicrhau bod ganddynt systemau technoleg gwybodaeth i gefnogi'r broses cynllunio gofal a chymorth er mwyn sicrhau bod y cynllun yn cael ei gofnodi'n electronig. Nid yw hyn yn eithrio awdurdodau lleol rhag darparu copïau i unigolion yn eu fformat dewisol a mwyaf hygyrch.

Dylai'r cynllun fel **lleiafswm** gwmpasu'r cynnwys canlynol:

canlyniadau personol sydd wedi'u nodi gan yr unigolyn, a'r camau i'w cymryd gan yr awdurdod lleol ac eraill i helpu i'w cyflawni
yr angen(anghenion) am ofal a chymorth a fydd yn cael eu diwallu
y trefniadau adolygu a sut y caiff cynnydd ei fesur
Lle bo'n briodol, dylai cynlluniau hefyd nodi:
rolau a chyfrifoldebau'r unigolyn, gofalmwr ac aelodau'r teulu
yr adnoddau (gan gynnwys adnoddau ariannol) sydd eu hangen gan bob parti, ac unrhyw daliadau uniongyrchol sy'n rhan o'r cynllun cyfan neu ran ohono
Rhaid i gynlluniau gofal a/neu gymorth gynnwys dyddiad clir, y dylid cytuno arno gyda'r unigolyn a/neu'r teulu, erbyn pryd y caiff y cynllun ei adolygu:
yn achos plentyn ni chaiff y dyddiad adolygu fod yn hwy na 6 mis
yn achos oedolyn ni chaiff y dyddiad adolygu fod yn hwy na 12 mis
Gallai cynllun gofal a chymorth ymwneud ag un gwasanaeth sy'n diwallu un neu fwy o anghenion gofal a chymorth neu fod yn fwy cymhleth a chynnwys mapio sawl gwasanaeth gwahanol sy'n diwallu un neu fwy o anghenion. Angen defnyddio amcanion SMART:

Penodol
Mesuradwy
Cyraeddadwy
Realistig
Amser-gyfyngedig

Angen meddwl am **daliadau uniongyrchol** gan gael y sgwrs am sut y gellir diwallu anghenion gofal a chymorth fel rhan o'r broses gynllunio. Mae'n rhaid cwblhau cynlluniau gofal a chymorth hyd yn oed os bydd yr unigolyn yn hunanreoli'r cynllun hwn drwy ddefnyddio taliadau uniongyrchol.

Pwynt dysgu allweddol

Gallai cynllun gofal a/neu gymorth ymwneud ag un gwasanaeth sy'n bodloni un neu fwy o anghenion gofal a chymorth neu fod yn fwy cymhleth a chynnwys mapio sawl gwasanaeth gwahanol sy'n diwallu un neu fwy o anghenion.

English

One of the key concepts to emphasise with practitioners is the need for proportionality with good, clear, transparent communication all the way through the process. It is the quality of these interactions and the transparency of the communication that will help individuals who need support to feel involved.

The overarching duties of the Act **must** be followed when developing plans, which should be person-centred, promote well-being and be outcome-based. It is also important that they are clear and concise and use appropriate language, communication methods and are in an accessible format so that the individual can participate in their planning and understand their plan. Consider whether advocacy is required.

Plans must also be integrated where possible (and it is appropriate to do so) and be jointly owned and operated by practitioners. For example, integrated across health and social care or social care and education. Local authorities must ensure that they have information technology systems to support the care and support planning process to ensure that the

plan is recorded electronically. This does not exclude local authorities providing copies to individuals in their preferred and most accessible format.

The plan as a **minimum** should cover the following **content**:

personal outcomes which have been identified by the individual, and the actions to be undertaken to help achieve them by the local authority and others

the need(s) for care and support that will be met

the review arrangements and how progress will be measured

Where appropriate plans should also set out:

the roles and responsibilities of the individual, carers and family members

the resources (including financial resources) required from each party, and

any direct payments that make up all or part of the plan

Care and / or support plans must contain a clear date, which should be agreed with the individual and / or family, by which the plan will be reviewed:

in the case of a child the date of review must not exceed 6 months

in the case of an adult the date of review must not exceed 12 months

A care and support plan could relate to a single service meeting one or more care and support needs or be more complex and involve mapping out several different services meeting one or more needs. Need to use SMART objectives:

Specific

Measurable

Achievable

Realistic

Time-limited

Need to think about **direct payments** having the conversation about how care and support needs can be met as part of planning process. Care and support plans have to be completed even if the individual will self-manage this plan through the use of direct payments.

Key learning point

A care and / or support plan could relate to a single service meeting one or more care and support needs or be more complex and involve mapping out several different services meeting one or more needs.

Adolygu Cynlluniau Gofal a Chymorth

- Yr unigolyn i gadw rheolaeth dros ei gefnogaeth
- Os nad yw'r cynllun yn bodloni'r angen a aseswyd **rhaid** iddo gael ei adolygu
- Sicrhau bod pob parti yn bresennol
- Person awdurdodedig dan sylw ar gyfer y rhai nad oes ganddynt alluedd
- Person â chyfrifoldeb rhiant am blentyn

Reviewing Care and Support Plans

- The individual to maintain control over their support
- If the plan is not meeting the assessed need it **must** be reviewed
- Ensure all parties are present
- Authorised person involved for those who lack capacity
- Person with parental responsibility for a child

Facilitator Notes

Welsh

Mae adolygiad yn rhan allweddol o ofal a chymorth effeithiol a gall trefniadau da sicrhau bod gwasanaethau'n parhau'n briodol, wedi'u targedu'n dda ac yn berthnasol i'r unigolyn, ac annog yr unigolyn i barhau i gadw rheolaeth dros ei gymorth. Diben adolygiad yw ailymweld yn systematig â'r cynllun gofal a/neu gymorth er mwyn:

- Monitro cynnydd a newidiadau
- Ystyried i ba raddau y mae cyflwyno'r cynllun yn diwallu anghenion a aseswyd
- Sut mae wedi helpu'r unigolyn neu'r teulu i gyflawni eu canlyniadau
- Penderfynu pa gymorth sydd ei angen yn y dyfodol, a chadarnhau, diwygio neu ddod â'r gwasanaethau dan sylw i ben

Rhaid adlewyrchu hyn wrth gofnodi'r adolygiad.

Os yw'n ymddangos i'r awdurdod lleol nad yw'r cynllun gofal a chymorth yn diwallu'r anghenion a aseswyd, **rhaid** i'r awdurdod lleol gynnal adolygiad waeth beth fo'r dyddiad adolygu y cytunwyd arno.

Gall hyn fod ar gais yr unigolyn, personau â chyfrifoldeb rhiant, neu unrhyw berson a awdurdodwyd i weithredu ar ei ran.

Yn achos oedolyn nad oes ganddo'r galluedd i gymryd rhan, dylai'r awdurdod gynnwys unrhyw berson sydd wedi'i awdurdodi i wneud penderfyniadau am yr oedolyn o dan Ddeddf Galluedd Meddyliol 2005, neu os yw unigolyn wedi enwebu rhywun yr hoffai fod yn rhan o'i drefniadau cynllunio gofal a chymorth, megis aelod o'r teulu neu eiriolwr.

Wrth gynnal adolygiad rhaid i'r awdurdod lleol gynnwys y person sy'n destun y cynllun ac, yn achos cynllun gofal a chymorth sy'n ymwneud â phlentyn, unrhyw berson sydd â chyfrifoldeb rhiant dros y plentyn. Yn achos cynllun gofal a chymorth sy'n ymwneud ag oedolyn, rhaid i'r awdurdod, lle bo'n ymarferol, gynnwys unrhyw ofalwr i'r person hefyd. Yn achos cynllun cymorth sy'n ymwneud â gofalwr, rhaid i'r awdurdod, pan fo'n ymarferol, hefyd gynnwys y person y mae'r gofalwr yn darparu neu'n bwriadu darparu gofal ar ei gyfer.

Pan fo'r cynllun yn cynnwys manylion taliadau uniongyrchol, rhaid i unrhyw adolygiad o'r taliadau uniongyrchol gynnwys adolygiad o'r cynllun gofal a chymorth.

Pan fo rhywun yn cael taliadau uniongyrchol a bod adolygiad o'r cynllun gofal a chymorth yn arwain at newid i'r cynllun gofal a chymorth, rhaid cynnal adolygiad o'r taliadau uniongyrchol ar yr un pryd.

Rhaid i adolygiad gael ei wneud cyn cau cynllun gofal. Rhaid peidio â chau cynllun gofal a chymorth tra bod y Tîm Troseddau Ieuenctid yn ymwybodol o berson ifanc.

Pan fwriedir na fydd gwasanaethau'n cael eu darparu mwyach, rhaid i'r adolygiad gynnwys datganiad cau sy'n nodi'r rhesymau dros gau; gwerthusiad o'r graddau y cyflawnwyd y canlyniadau;

a chadarnhad bod gan yr unigolyn neu'r teulu wybodaeth, cyngor neu gymorth priodol a/neu fynediad at wasanaethau ataliol yn y gymuned i ddiwallu eu hanghenion. Rhaid cofnodi'r datganiad cau,

a rhoi manylion gwerthusiad o'r canlyniadau a gyflawnwyd, cadarnhad bod gan y teulu wybodaeth, cyngor neu gymorth priodol,

a mynediad at wasanaethau cymunedol/ataliol i ddiwallu anghenion.

Mae dyddiadau ar gyfer y cyfnod hwyaf y mae'n rhaid cynnal adolygiad ynddo:

Adolygiad 6 mis ar gyfer plant - ni ddylai fod yn hwy

Adolygiad 12 mis ar gyfer oedolion - ni ddylai fod yn hwy

English

A review is a key part of effective care and support and good arrangements can ensure that services remain appropriate, well targeted and relevant to the individual, and encourage the individual to continue to maintain control over their support. The purpose of a review is to systematically revisit the care and / or support plan to:

- Monitor progress and changes
- Consider the extent to which the delivery of the plan is meeting assessed needs
- How it has helped the individual or family to achieve their outcomes
- Determine what support is needed in future, and confirm, amend or end the services involved

This must be reflected in the recording of the review.

If it appears to the local authority that the care and support plan is not meeting the assessed needs the local authority **must** undertake a review irrespective of the agreed review date. This may be at the request of the individual, persons with parental responsibility, or any person authorised to act on their behalf.

In the case of an adult who lacks the capacity to be involved, the authority should involve any person authorised to make decisions about the adult under the Mental Capacity Act 2005, or if an individual has nominated someone they would like to be involved in their care and supporting planning arrangements, such as a family member or an advocate.

When carrying out a review the local authority must involve the person who is the subject of the plan and, in the case of a care and support plan relating to a child, any person with parental responsibility for the child. In the case of a care and support plan relating to an adult, the authority must, where feasible, also involve any carer of the person. In the case of a support plan relating to a carer, the authority must, where feasible, also involve the person for whom the carer provides or intends to provide care.

Where the plan contains details of direct payments, any review of the direct payments must involve a review of the care and support plan. Where someone is in receipt of direct payments and the review of the care and support plan results in a change to the care and support plan there must be a review of the direct payments at the same time.

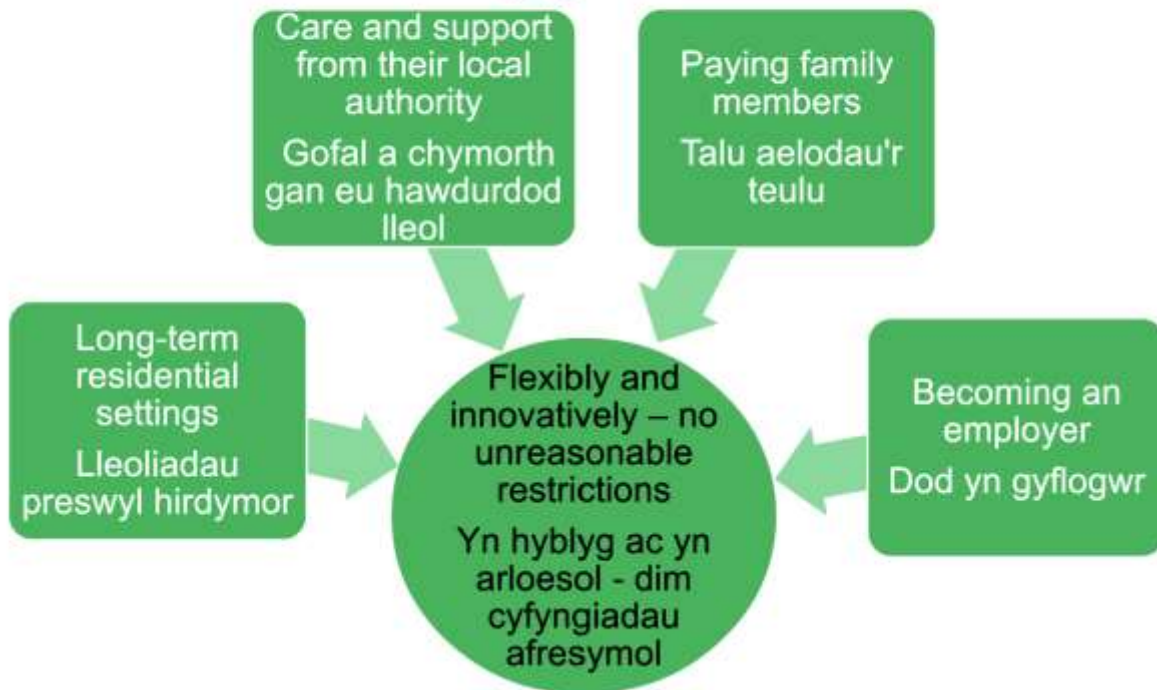
A review **must** be undertaken before a care plan is closed. A care and support plan must not be closed while a young person is known to the Youth Offending Team.

Where it is planned that services will no longer be provided the review must include a closure statement covering reasons for closure; an evaluation of the extent to which the outcomes were achieved; and confirmation that the individual or family has appropriate information, advice or assistance and / or access to community based preventative services to meet their needs. The closure statement must be recorded, and detail an evaluation as to what outcomes were achieved, confirmation that family has appropriate information, advice or assistance, and access to community based/preventative services to meet needs.

There are dates for the maximum time period in which a review must be carried out:

6 months review for children-must not exceed
12 months review for adults-must not exceed

Direct payments Taliadau uniongyrchol



Facilitator Notes

Welsh

Pwysleisio cydraddoldeb Taliadau Uniongyrchol wrth ystyried yr ystod o opsiynau cymorth. Taliadau uniongyrchol yw un o'r mecanweithiau ar gyfer galluogi gallu unigolyn - oedolyn, plentyn neu ofalwr - i gael dewis a rheolaeth dros y ffordd y mae ei ganlyniadau llesiant personol yn cael eu cyflawni. Rhaid i daliadau uniongyrchol **fod ar gael** ym mhob achos lle maent yn galluogi cyflawni canlyniadau llesiant person, a **bod yn un o'r prif opsiynau i'w hystyried, yn hytrach nag fel gwasanaeth eilaidd unwaith y bydd opsiynau eraill wedi'u rhoi o'r neilltu.**

Mae taliadau uniongyrchol wedi'u cynllunio i'w defnyddio **yn hyblyg ac yn arloesol** ac ni ddylid gosod unrhyw gyfyngiad afresymol ar eu defnydd cyn belled â'i fod yn cael ei ddefnyddio i ddiwallu angen cymwys am ofal a chymorth. Mae'r Ddeddf yn dileu rhai eithriadau presennol o ddosbarthiadau penodol o daliadau (gyda mesurau diogelu priodol). Dim ond os yw'n glir, ar ôl ymchwilio'n helaeth, na allai TU gyflawni'r canlyniadau dymunol y dylid ei wrthod. Yn yr un modd, nid yw rhywun sy'n cael anhawster i reoli TU neu bryder ynghylch rheoli yn ddigon i wrthod taliad uniongyrchol.

Bydd taliadau uniongyrchol yn gallu cael eu darparu ar gyfer unrhyw angen a nodwyd am gymorth y mae awdurdod lleol i'w ddiwallu gan gynnwys, yn wahanol i o'r blaen, mewn **lleoliadau preswyl tymor hir.**

Bydd oedolyn, plentyn/ei deulu neu ofalwr yn gallu defnyddio eu taliadau uniongyrchol i **brynu eu gofal a chymorth yn uniongyrchol gan eu hawdurdod lleol** os dymunant (gwaharddwyd hyn yn flaenorol). Mae **cyflogi perthnasau agos** sy'n byw yn yr un cartref wedi bod yn bosibl ers peth amser, ond mae bellach yn cael ei weld yn fwy cadarnhaol cyn

belled nad oes gan yr awdurdod lleol unrhyw amheuaeth ynghylch dymuniad yr unigolyn am drefniant o'r fath a'i fod yn dawel ei feddwl y bydd y trefniant hwn yn cyflawni canlyniadau personol yr unigolyn.

Yn gallu **dod yn gyflogwr** ee trwy gyflogi cynorthwyydd personol (CP). Os felly, dylai'r awdurdod lleol roi cyngor clir i bobl ynghylch eu cyfrifoldebau wrth reoli taliadau uniongyrchol. Yn gyffredinol, dylai pobl gael cymorth i gynnal eu gallu i dderbyn taliadau uniongyrchol pan na allant reoli un. Os nad oes gan unigolyn alluedd i reoli taliad uniongyrchol neu'n dewis peidio â rheoli'r taliad ei hun, gall y taliadau uniongyrchol gael eu talu i, a'u rheoli gan, rywun sy'n gweithredu ar ei ran. Gall unigolion o'r fath gael eu penodi gan awdurdod lleol, neu fod yn rhywun y mae'r unigolyn yn dewis i weithredu ar ei ran.

Gofynnwch i'r grŵp pa heriau/gwrthdaro a allai godi mewn perthynas â defnyddio taliadau uniongyrchol?

English

Emphasise equality of Direct Payments when considering the range of support options.

Direct payments are one of the mechanisms for enabling an individual's – adult, child or carer's – ability to have choice and control over the way their personal well-being outcomes are met. Direct payments **must be made available** in all cases where they enable a person's well-being outcomes to be achieved, and **should be one of the primary options to be considered, rather than as a secondary service once other options have been exhausted**.

Direct payments are designed to be used **flexibly and innovatively** and there should be no unreasonable restriction placed on their use as long as it is being used to meet an eligible need for care and support. The Act removes some current exclusions of certain classes of payments (with appropriate safeguards). Should only be refused if it is clear, after extensive exploration, that a DP could not achieve the outcomes desired. Similarly, someone experiencing difficulty in managing a DP or anxiety about managing is not sufficient to refuse a direct payment.

Direct payments will be able to be provided for any identified need for support a local authority is to meet including, unlike previously, in **long-term residential settings**.

An adult, child / their family or carer will be able to use their direct payments to **purchase their care and support directly from their local authority** if they wish (previously prohibited). **Employment of close relatives** living in the same household has been possible for some time, but is now viewed more positively so long as the local authority has no doubts as to the individual's wish for such an arrangement and are assured that the individual's personal outcomes will be met by this arrangement.

Can **become an employer** e.g. by employing a personal assistant (PA). If so, the local authority should give people clear advice as to their responsibilities when managing direct payments. In general, people should be given assistance to maintain their ability to receive direct payments where they are unable to manage one. If an individual lacks capacity to manage a direct payment or chooses not to manage the payment themselves, the direct payments can be paid to, and managed by, someone acting on their behalf. Such individuals may be appointed by a local authority, or be someone the individual chooses to act on their behalf.

Ask the group what challenges/conflicts might arise related to the use of direct payments?

Deddf Gwasanaethau Cymdeithasol a Llesiant (Cymru) 2014 - blwyddyn y ddiweddarach

Social Services and Well-being (Wales) Act 2014 – Evaluation



WELSH

Cyswllt Fideo - <https://youtu.be/q7ZgqXuM0Y0>

ENGLISH

Video Link - <https://youtu.be/q7ZgqXuM0Y0>

Astudiaethau dan Gyfarwyddyd

O fewn eich sefydliad darganfyddwch y canlynol:

Yr amrywiaeth o wasanaethau a dulliau darparu y gellir defnyddio taliadau uniongyrchol ar eu cyfer

Cymorth sydd ar gael i ddefnyddio taliadau uniongyrchol.

Trefniadau codi tâl ar gyfer anghenion gofal a chymorth cymwys.

Directed Study

Within your organisation find out the following:

The range of services and delivery methods for which direct payments might be used

Support available to use direct payments.

Charging arrangements for eligible care and support needs.



Gofal Cymdeithasol Cymru
Social Care Wales

www.gofalcymdeithasol.cymru
www.socialcare.wales



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Paratoi ar gyfer yr wythnos nesaf

Gan feddwl am oedolyn rydych chi'n gweithio ag ef ar hyn o bryd, pa ddamcaniaeth sydd wedi'ch helpu chi i gael gwell dealltwriaeth o sefyllfa'r person?

Disgrifiwch y ddamcaniaeth a sut mae wedi eich helpu yn eich ymarfer gyda'r unigolyn.

Preparation for next week

Thinking of an adult you are currently working with what theory has helped you to gain an increased understanding of the persons situation?

Describe the theory and how it has helped you in your practice with the individual.

Facilitator Notes

Welsh

Gallai'r oedolyn fod yn unigolyn rydych yn gweithio gydag ef ar hyn o bryd, yn berson dros 18 oed, yn ofalwr, yn rhiant

Byddwch yn rhannu'r wybodaeth hon gyda'r grŵp ar ddechrau darlith yr wythnos nesaf.

English

The adult might be an individual you are currently working with, a person over the age of 18, a carer, a parent

You will be sharing this information with the group at the start of next weeks lecture.

Diolch
Thank you
