



## Improving Appointments

- choosing the best time of the day - possibly having the first or last appointment
  - Making a longer appointments
  - The best place for them to wait
  - Fitting in with important routines
- Home visits may be appropriate

## Good Environments

The environment is important - some people with learning disabilities are particularly sensitive to light, movement, sound and touch.

Keep the environment as calm as possible. Some people can't cope with busy areas.

Familiarity is important to people with learning disabilities

## Get the Right information

Ask direct, brief questions

Questions about time and frequency are often difficult to understand

Check answers by asking the question in a different way



# Making Reasonable Adjustments for people with a learning disability

## Understand the support that people need

Ask the person and/or their carer or advocate what support they might need.

Be prepared to ask again at different stages of your support

## Understanding Behaviours

Behaviour is how many people communicate how they are feeling. Some behaviours may be a coping mechanism or due to physical or mental illness.

Don't assume the behavior is a result of the learning disability

Remember, the person may be very anxious.

If in doubt, ask

## Keeping Language Simple

Avoid humour and double-meaning words as these can be taken literally

Make sure your facial expressions and tone of voice match what you say.

## Helping people to understand

Allow time for them to process what you have said

Check that they have understood

Be prepared to repeat and rephrase what you have said

## Telling people what you are doing

Explain at every stage what you are about to do, what will happen and why

Check consent throughout

Explain in simple language, avoid jargon and complex language

Use pictures and/or symbols and refer to the easy read guides that have been produced

## Gwella Apwyntiadau

- ddewis yr amser gorau o'r diwrnod - yr apwyntiad cyntaf neu'r olaf o bosib'
  - Trefnu apwyntiadau hirach
  - Y lle gorau iddynt aros
  - Trefnu o amgylch arferion pwysig
- Gall ymweliadau cartref fod yn briodol.



## Amgylcheddau Da

Mae'r amgylchedd yn bwysig - mae rhai pobl ag anableddau dysgu yn benodol sensitif i olau, symudiadau, sain a chyffyrddiad.

Cadwch yr amgylchedd mor dawel â phosibl. Nid yw pawb yn gallu ymdopi ag ardaloedd prysur.

Mae'r cyfarwydd yn bwysig i bobl ag anableddau dysgu.

## Cael y Wybodaeth Gywir

Gofynnwch gwestiynau uniongyrchol, cryno.

Mae cwestiynau am amser ac amllder yn aml yn anodd i'w deall.

Gwiriwch atebion drwy ofyn y cwestiwn mewn ffordd wahanol.



# Gwneud Addasiadau Rhesymol ar gyfer pobl ag anableddau dysgu

## Deall y gefnogaeth y mae gan bobl ei hangen

Gofynnwch i'r unigolyn a / neu ei ofalwr neu eiriolwr am y gefnogaeth sydd ei hangen.

Byddwch yn barod i ofyn eto ar gamau gwahanol o'ch cefnogaeth.

## Deall Ymddygiadau

Mae llawer o bobl yn cyfleu eu teimladau drwy eu hymddygiad. Gall rhai ymddygiadau fod yn fecanweithiau ymdopi neu oherwydd salwch corfforol neu feddyliol.

Peidiwch â thybio bod yr ymddygiad o ganlyniad i'r anabledd dysgu.

Cofiwch, gall yr unigolyn fod yn bryderus iawn.

Os ydych yn ansicr, gofynnwch.

## Cadw Iaith yn Syml

Dylech osgoi hiwmor a geiriau â mwy nag un ystyr gan y gellir eu cymryd yn llythrennol.

Sicrhewch fod ystumiau eich wyneb a thôn eich llais yn cyd-fynd â'r hyn rydych yn ei ddweud.

## Helpu Pobl i Ddeall

Rhowch amser iddynt brosesu'r hyn rydych chi wedi'i ddweud.

Gwiriwch eu bod wedi deall.

Byddwch yn barod i ailadrodd ac aralleirio'r hyn rydych chi wedi'i ddweud.

## Dweud wrth bobl beth fyddwch yn ei wneud

Ar bob cam, esboniwch yr hyn rydych am ei wneud, beth fydd yn digwydd a pham.

Gofynnwch am gydsyniad drwy gydol yr apwyntiad.

Esboniwch mewn iaith syml, dylech osgoi jargon ac iaith gymhleth.

Defnyddiwch luniau a/neu symbolau a chyfeiriwch at y canllawiau hawdd eu deall sydd wedi cael eu cynhyrchu.