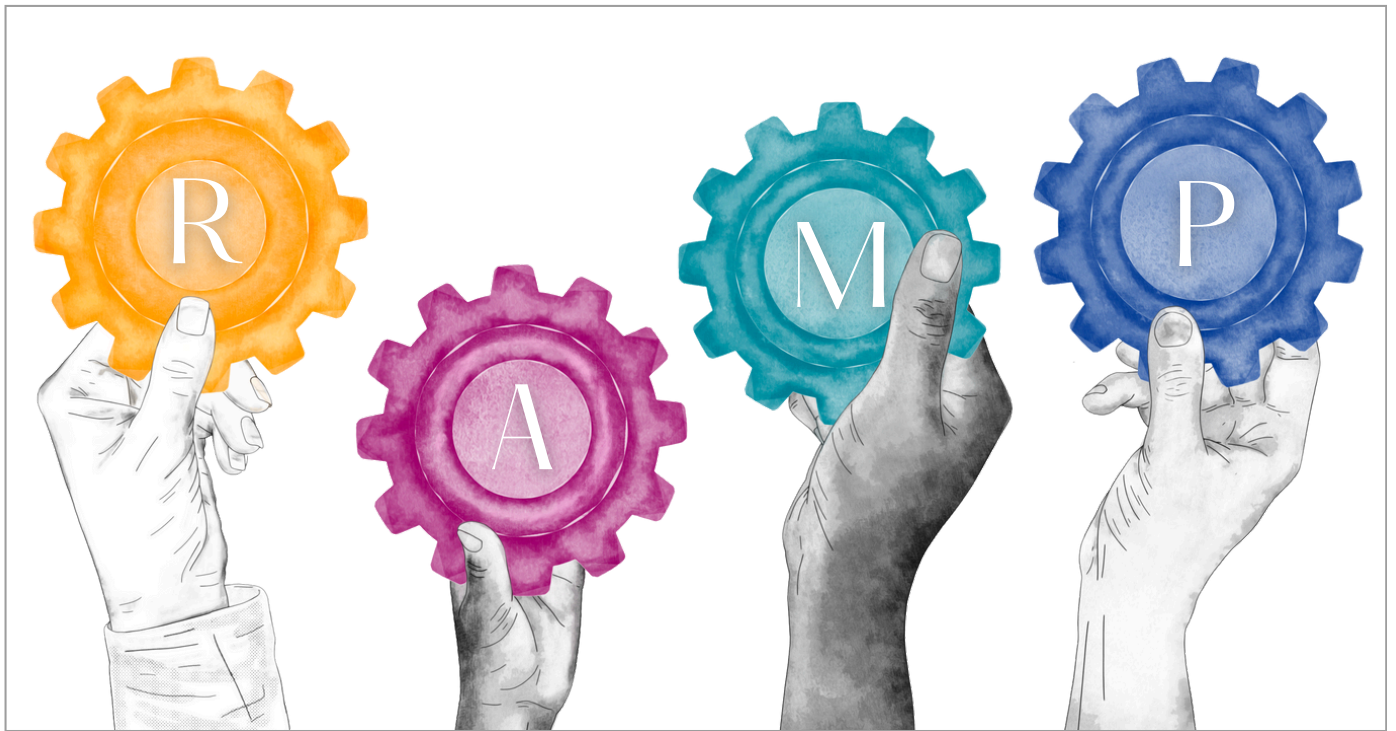


Adoption, Special Guardianship
and Kinship Care:

Specialist Reducing Anxiety Management in Schools Plan



Information for parents, carers and referrers

Reducing Anxiety Management Plan: RAMP at Beacon House

A Reducing Anxiety Management Plan is a tool to help schools to support children who may be finding it more difficult to self-regulate, possibly struggling with peer relationships and who may be emotionally and behaviourally younger than their chronological ages, as a result of early experiences of trauma and abuse.



What is a RAMP?



A RAMP co-constructs a plan in consultation with the young person, their parents or carers and key staff from their school or education setting.

In practice, a Psychologist or Psychotherapist will meet with parents, meet with the child and then meet with the whole system. All the information from these conversations will be used to explain and describe what is going on for the child. This understanding, along with the child's, the family's and the school's resources and strengths will inform an intervention plan. The work will be reviewed and adapted as needed.

A RAMP can be a very helpful tool to support children/young people (and their families) at specific points of their school journey. Key times might be age and stage-related transition periods (e.g. between primary and secondary education stages, or across key stages in school) or where there has been a period of absence from school and the young person is struggling to access education again.

Key Principles

Each RAMP will be individualised and tailored to the needs of the child or young person taking into account some important key principles:




Collaborative Working

Collaborative working to ensure that the plan is built with a **true understanding of the specific strengths and needs** of the young person and the setting.

Formulation is a process used by psychologists and psychotherapists in **bringing together as much information** about how the difficulties started, what is keeping them going and what strengths and resources are in the child, family and school which could help.



Formulation Approach




Empowering the young person

Empowering the young person to participate in the plan by making it **meaningful to their own life and goals** as well as those of the adults around them.

Having an agreement on:

- What changes will have the **most positive impact** for the young person in school
- How will we **measure it** and
- How we will **make sure it lasts**

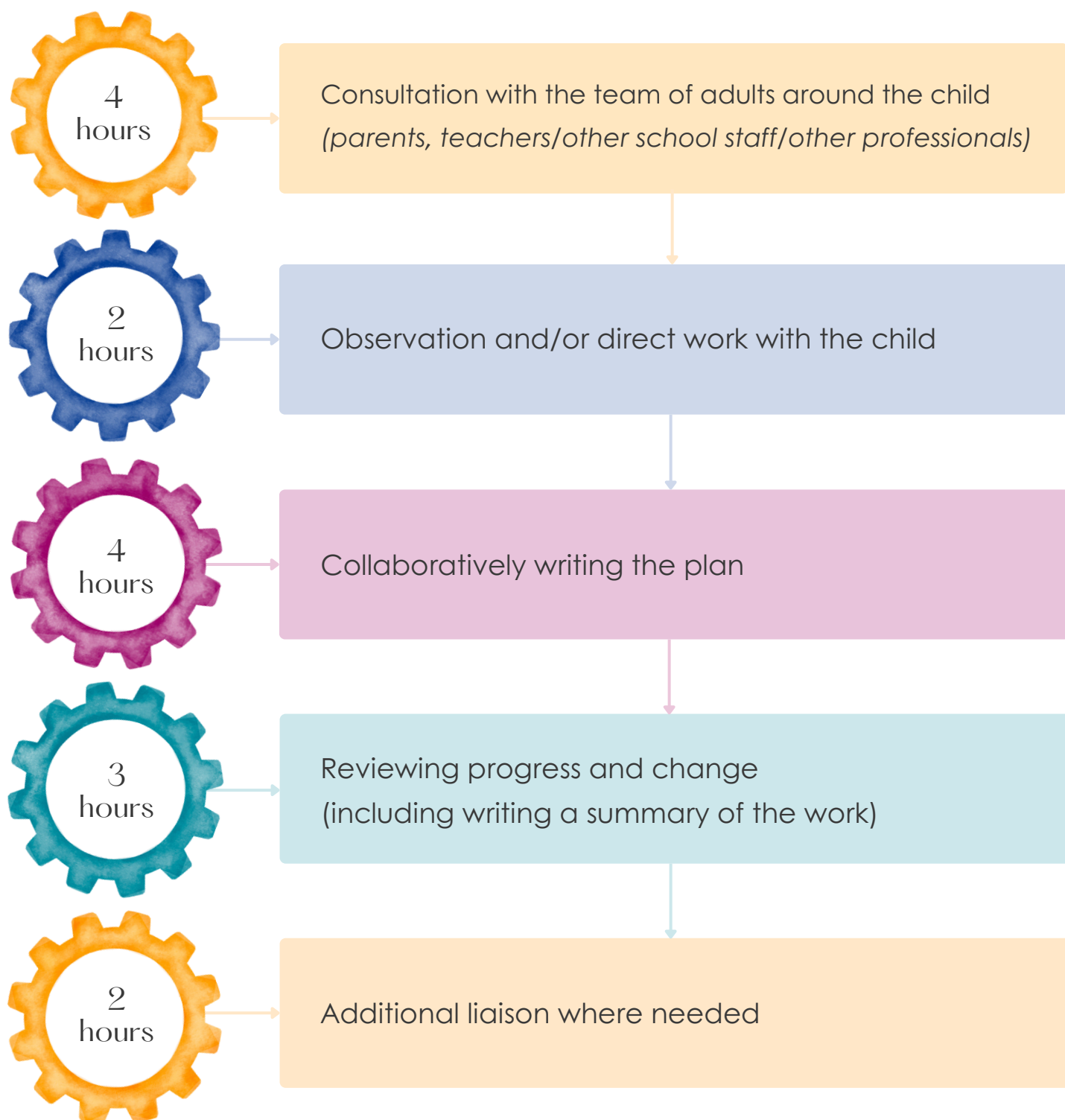
are essential features of any RAMP.



Focus on meaningful change

Timing Guidelines

There are 6 strands to each plan and the time allocated to each will reflect the individual circumstances within the following typical guidelines:



Total of 15 hours

Who can refer to Beacon House for a RAMP?

In addition to children who are adopted and living with special guardians, a RAMP might also be an appropriate intervention for a range of children who have difficulties accessing education because of various vulnerabilities.

Because each plan is bespoke, it can be tailored to most settings where additional support is needed around accessibility of education for children and young people. Some examples of this include:

- Children with experiences of trauma
- Children with mental health needs which impact their accessing education
- Children who have been diagnosed with Autism, ADHD, FASD and other neurodiverse conditions

RAMPS can be funded via PPG+, EHCPs and independently by families.



Find out more

If you would like to find out more about RAMP, please get in touch:



Call us: 01444 413 939

Email: admin@beaconhouse.org.uk

Visit our website www.beaconhouse.org.uk

