

Feedback on the Social, Emotional and Mental Health Inclusion Team

Feedback from anyone who has accessed our service is appreciated and carefully considered. If you would like to provide us with some feedback or suggestions for how we can develop and improve our services, please feel free to contact us.

Contacts

For more information, the SEMHIT can be contacted as follows:

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The Social, Emotional and Mental Health Inclusion Team

What is the Social, Emotional and Mental Health Inclusion Team (SEMHIT)?

The Social, Emotional and Mental Health Inclusion Team (SEMHIT) consists of social emotional mental health inclusion teachers and social emotional mental health inclusion facilitators.

The team works with primary and secondary schools across the island to provide advice, guidance and support on managing challenging behaviour. Wherever possible, the team aims to intervene early to prevent difficulties from escalating.

In achieving this, it is the aim of the SEMHIT to provide the best possible support that it can to pupils, schools and parents/caregivers.

How might the SEMHIT work with my child?

The team can provide support in a number of ways. The following are examples of approaches the team might use in working with your child:

- observations in school (in the classroom or playground) to support school staff in their management of identified behaviours
- working with school staff and pupils to agree and set behaviour targets
- assessments to identify child's strengths and difficulties and inform individual plans
- supporting schools to write and implement positive behaviour support plans
- support with transitions (e.g. a change of class or change of school)
- small group work to develop specific skills (e.g. friendships)
- 1:1 work to provide an individualised programme of support (e.g. managing emotions / developing emotional literacy)
- support school's on how to set up and run a nurture group

How can the SEMHIT support families?

The team aims to work closely with children and their families. In some cases, families may be offered access to work alongside the team with their child. This may, for example, be through participating in a school-based program which may aim to support parents/carers to:

- understand their child's behaviour
- identify their child's emotional needs
- promote their child's resilience
- reduce behavioural difficulties
- improve their child's self-esteem
- improve their child's school readiness

How does my child get access to the SEMHIT?

If you have any concerns about how your child is getting on in school, the first thing to do is talk to school staff (class teacher or special educational needs coordinator). Then they will be able to contact the SEMHIT for an initial discussion and to talk through any concerns raised via regular termly visits.

Your permission and written consent will always be sought if the SEMHIT is going to become involved in supporting your child.