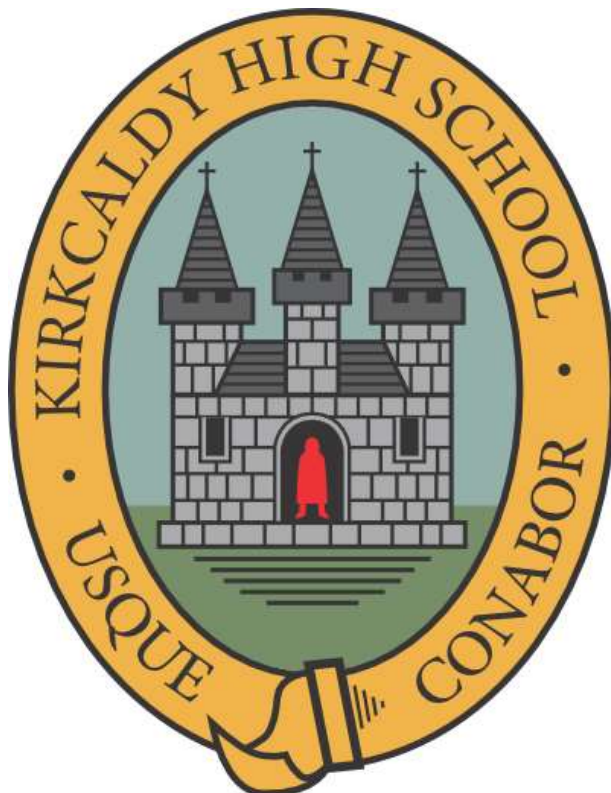


# Getting it Right



in

Kirkcaldy High School

Transition

**Article 29 (Goals of Education):**

**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**

<b>Created by:</b>	<b>Date Updated</b>	<b>Review Date:</b>
K. Gibb, DHT	18/08/2025	18/08/2026

## Aims

- To ensure all young people experience a seamless primary-secondary transition experience that readies them for the next stage in their learning and development
- To consolidate and develop existing links with associated and non-associated primaries
- To ensure consistency in approach in terms of Universal, Additional and Intensive transition interventions and approaches
- To ensure consistency of approach in terms of Universal, Additional and Intensive transition planning
- To consolidate and develop curricular links and approaches to ensure continuity in learning and to facilitate improvement in attainment
- To capture pupil voice, parent voice and partner voice at various stages across the transition pathway



## Programme

Date	Tier	Activity/Action	Person Responsible
Thursday 4 <sup>th</sup> September 2025 8:30-10am		Cluster Meeting	K. Gibb DHTs
Tuesday 16 <sup>th</sup> September 2025 1xam session; 1xpm session	U	Ready, Steady Kirkcaldy High Event*	K. Gibb Guidance Staff
Friday 10 <sup>th</sup> October 2025	I/A	Return of Early Allocation Documents*	K. Gibb Primary DHTs
Thursday 6 <sup>th</sup> November 2025 8:30-10am		Cluster Meeting	K. Gibb DHTs
Friday 7 <sup>th</sup> November 2025	I/A	Early Allocation Process Completed and Primaries Informed*	K. Gibb Primary DHTs
WB Monday 27 <sup>th</sup> October 2025 (for two weeks)	U	Primary Ambassador Visits	M. Stewart Guidance Staff
Thursday 20 <sup>th</sup> November 2025 4:30pm – 6:30pm	U	P7 Family Learning Event*	K. Gibb
Friday 21 <sup>st</sup> November 2025 1:30pm – 2:30pm	I	Supported Learning Open Event All Welcome!*	M. Stewart G. Broadway Primary DHTs
Friday 21 <sup>st</sup> November 2025	I	Submission of applications for Cluster Group consideration:	Primary DHTs EPs
Friday 28 <sup>th</sup> November 2025	I	Compiled applications for Cluster Group consideration sent to all members of the group for prior reading	K. Gibb
Friday 5 <sup>th</sup> December 2025 8am-3pm	I	Tour of facilities for Cluster Group. Cluster Chairs meeting	K. Gibb Cluster Group
Friday 16 <sup>th</sup> January 2026 1pm – 2pm	I	Enhanced Supported Learning Visit: Fair Isle Primary Valley Primary	M. Stewart G. Broadway
Wednesday 21 <sup>st</sup> January 2026	U	Roadshow Visits: Fair Isle: 5pm* Valley: 6pm*	K. Gibb C. McKay G. Broadway
Friday 23 <sup>rd</sup> January 2026 1pm – 2pm	I	Enhanced Supported Learning Visit: Torbain Primary Capshard Primary	M. Stewart G. Broadway
Wednesday 28 <sup>th</sup> January 2026	U	Roadshow Visits: Torbain: 5pm* Capshard: 6pm*	K. Gibb C. McKay G. Broadway
TBC	U	Christmas Concert Visits – Welcome to KHS	M. Duckett
WB Monday 2 <sup>nd</sup> February 2026 (for two weeks) (days and times TBC)	U	Support Staff & Pupils Introductory Visits	M. Stewart Guidance Staff
Thursday 5 <sup>th</sup> February 2026 8:30-10am		Cluster Meeting	K. Gibb DHTs
Thursday 2 <sup>nd</sup> April 2026	U	Universal Spreadsheet completed and sent to KG*	Primary DHTs Primary Staff
Friday 25 <sup>th</sup> April 2026	U	S1 Classes completed and sent to DHTs for checking*	K. Gibb Primary DHTs
Thursday 30 <sup>th</sup> April 2026		Cluster Meeting	K. Gibb

			DHTs
WB Monday 18 <sup>th</sup> May 2026 Days/Times TBC	A	Get Set Days Enhanced Transition Visits*	G. Broadway
WB Monday 1 <sup>st</sup> June 2026 Ongoing	A	PSO Visits to Targeted Families*	K. Gibb PSOs
Wednesday 10 <sup>th</sup> June 2026	U	P7 Parent Information Session*	K. Gibb C. McKay
Wednesday 17 <sup>th</sup> June And Thursday 18 <sup>th</sup> June 2026	U	P7 Induction Visits*	K. Gibb
Friday 26 <sup>th</sup> June 2026 9am-12noon	A/I	P7 SLG*	K. Gibb Support Team
Friday 26 <sup>th</sup> June 2026	U	Transfer of PPRs Transfer of CP Information (electronic and physical)*	Primary DHTs

**Key:**

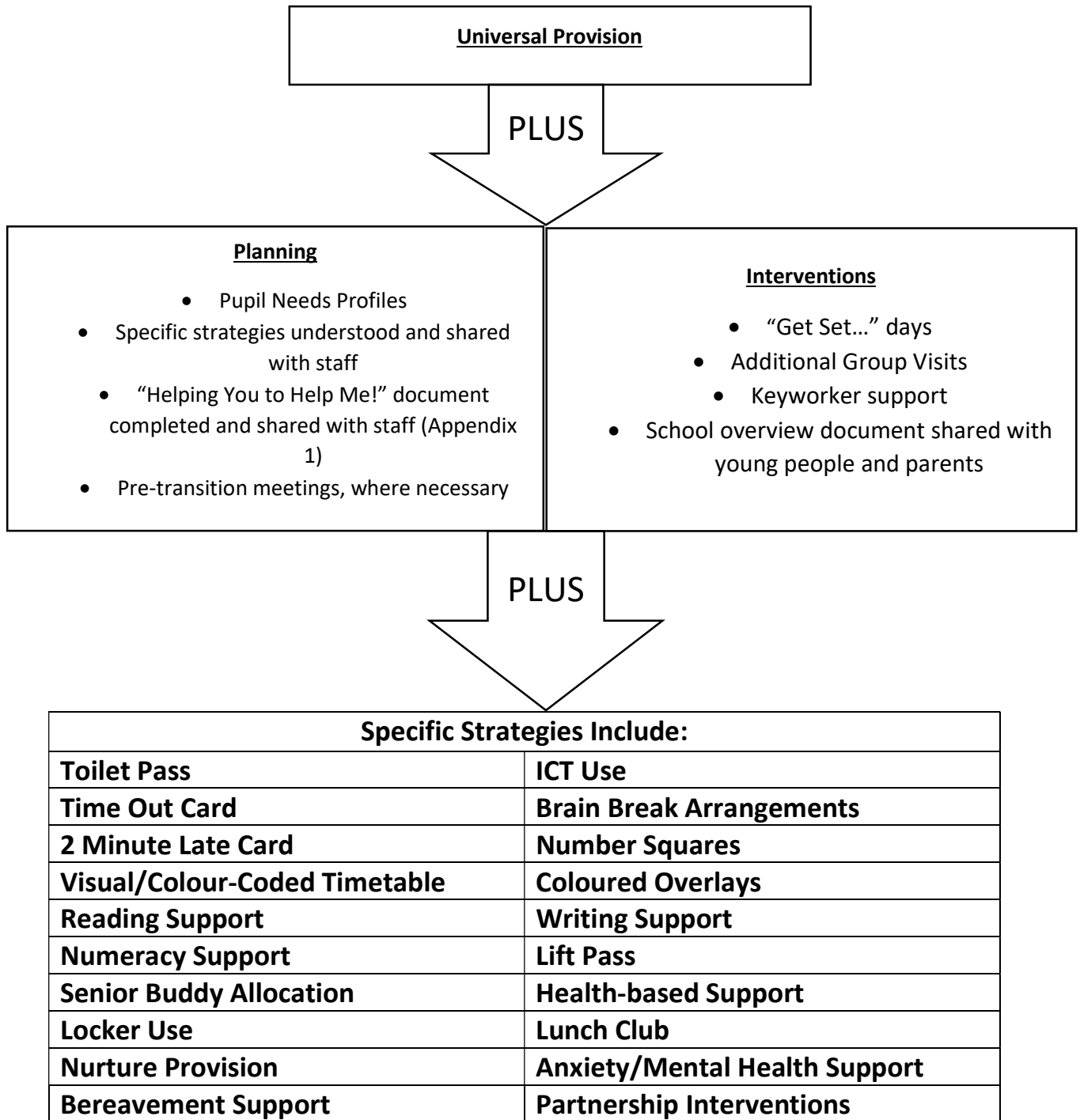
**U – Universal:** (applicable to all young people to attend an associated primary school (Torbain Primary, Capshard Primary, Valley primary and Fair Isle primary))

**A – Additional:** applicable to young people who meet a specific criterion, regardless of primary school

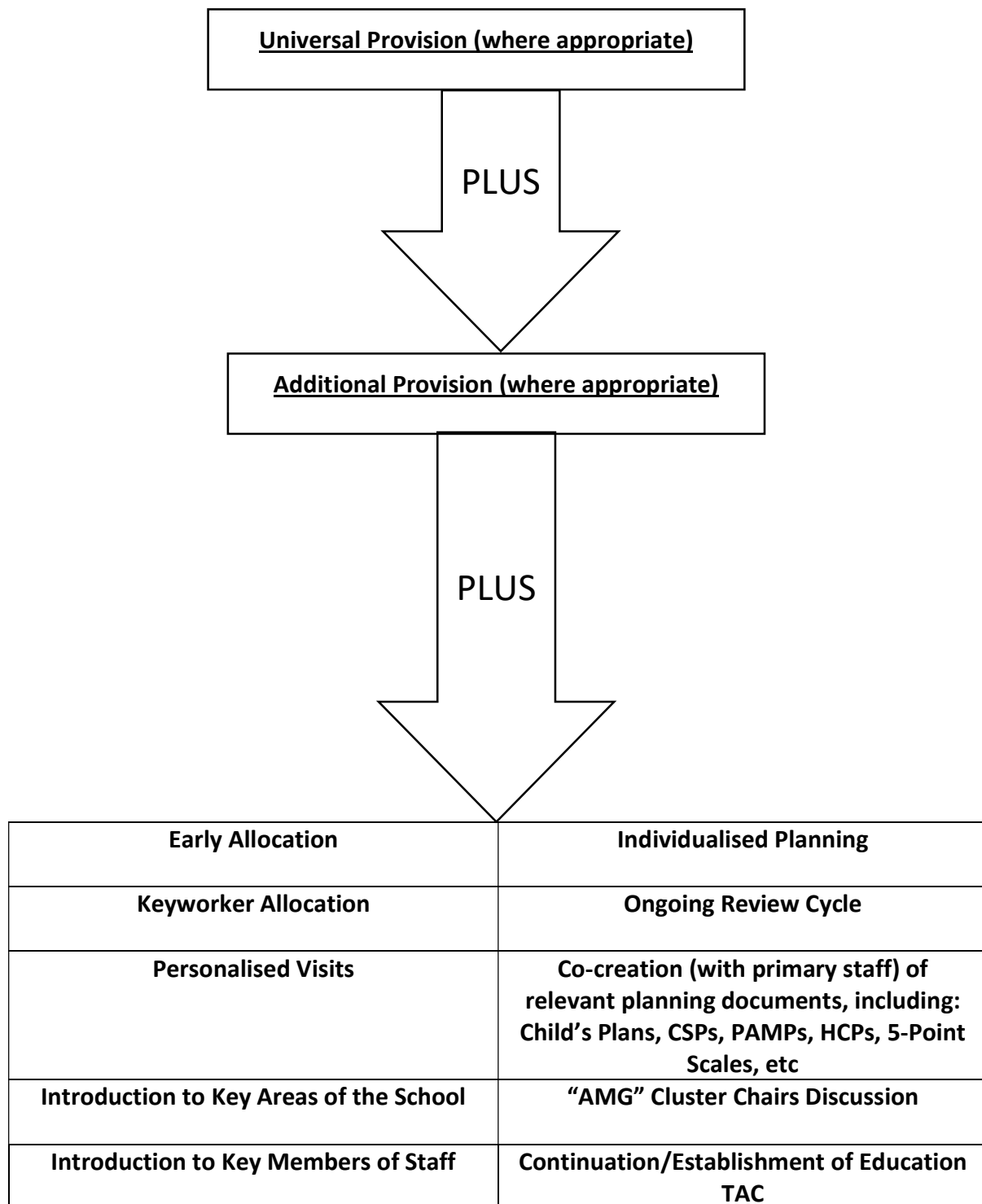
**I – Intensive:** applicable to young people with multiple/complex needs and who meet a specific criterion, regardless of primary school

**\*:** Applicable to young people who attend non-associated primaries

## Additional Provision



## **Intensive Provision – Transition Planning**



## Intensive Provision – Learning Support

### **The Standard**

Each learner will benefit from an alternative curriculum centred around their entitlement across all 8 curricular areas, and on increasing their engagement with learning and the accessibility of the curriculum.

Planning will be based around the presumption of mainstream, with this being a key ambition for all learners.

### **The Options**

- Attendance at **community-based sessions**, the intention being to reduce barriers, build resilience, and improve relationships and connections with key members of staff.
- Inclusion in **alternative curriculum sessions**. The subjects/interventions and times each learner attends are dependent on their own individual needs. Each session is delivered by teachers and/or PSAs/PSOs, and there is a maximum number of 10 pupils per session.
- Attendance in **regular mainstream classes**
- Attendance in **mainstream PSE class**, along with mainstream peers

### **The Examples**

#### **Pupil A**

##### **Current Plan**

- Attends only **community-based sessions**. Has been involved in this for 4 weeks.

##### **Next Steps**

- As part of the tracking, reviewing and planning of Pupil A's progress, the next step for them will be to attend some **alternative curriculum sessions**.

#### **Pupil B**

##### **Current Plan**

- Attends some **community-based sessions**
- Attends some **alternative curriculum sessions**

### **Next Steps**

- As part of the tracking, reviewing and planning of Pupil A's progress, the next step for him will be to attend some **regular mainstream classes**.

### **The Successes**

#### **Pupil A**

When the pupil finishes the community-based sessions, they feel able to attend some mainstream classes. This includes a bespoke package that has some time working in Supported Learning and also some time with an In-Sync mentor. This will allow them to develop relationships with the support team who will help them progress to the next step in their learning.

#### **Pupil B**

As part of personalisation, the pupil selects a number of courses to study in the Senior Phase. During the end of S2, they will attend the mainstream classes (with support) of the curricular subjects they wish to study in S3 and S4. Upon moving to S3 they would then attend the mainstream classes of the chosen subject areas.

### **Additional Provision - Mainstream**

#### **The Standard**

Each learner will benefit from a mainstream experience encompassing all 8 curricular areas, but with a learning experience and level of challenge that will best meet their needs. They will engage in a curriculum that is accessible and meaningful, within a class group that is small and well supported. Planning will be based around the presumption of mainstream, with this being a key ambition for all learners, and will be closely tracked by a designated keyworker.

Learners will have a planned and relevant curriculum, with designated support in a variety of forms.



## The Options

- Attendance in a bespoke mainstream class, specifically organised to best meet their needs
- Inclusion in **alternative curriculum sessions**. The subjects/interventions and times each learner attends are dependent on their own individual needs. Each session is delivered by teachers and/or PSAs/PSOs, and there is a maximum number of 10 pupils per session.
- Access to support faculty at planned points during the week to support self-regulation

## The Examples

### Pupil A

#### Current Plan

- Attends most curricular classes, as a member of our bespoke, targeted class
- Works independently in Supported Learning faculty, to help develop the sense that this is a safe place and to help decompress
- Participates in the Nurture Group, to help ensure a settled, predictable start and to support development of relationships.

#### Next Steps

- As part of the tracking, reviewing and planning of Pupil A's progress, the next step for them will be to attend some **alternative curriculum sessions**
- Reduce the time spent in the Supported Learning Faculty, so that this becomes a safe space, when necessary, rather than timetabled

### Pupil B

#### Current Plan

- Attends some **community-based sessions**
- Attends some **alternative curriculum sessions**

#### Next Steps

- As part of the tracking, reviewing and planning of Pupil A's progress, the next step for them will be to attend some **regular mainstream classes**.
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## Intensive Provision – Supported Learning “DAS”

### **The Standard**

Each learner will benefit from a bespoke, individualised plan, which is regularly reviewed to ensure that learning and development needs are met and that progress is sustained.

Planning will be centred around the presumption of mainstream, with this being a key ambition for all learners.

### **The Options**

- Attendance in the **Supported Learning provision**, within their own small class of no more than 12 pupils. Sessions are delivered by Supported Learning teachers and up to 2 PSAs.
- Attendance in **Supported Mainstream provision** – with Supported Learning classmates – for up to 9 periods per week. The number of periods depends on the needs and progress of the learner. These lessons are delivered by mainstream teachers within mainstream classrooms, where appropriate, and each session is supported by a PSA. The focus of these lessons is on Lifeskills, and incorporates practical subjects like Home Economics, Art, PE and Music.
- Attendance in **Learning Support provision**, overseen by a learning support teacher and working on a specific programme, subject or piece of work
- Attendance in **regular mainstream class**, depending on the needs of the learner.

Specific Strategies Include:	
1-1 learning opportunities	Visualised environment
Social stories to support Understanding	Chunking of instructions
Regular check-ins to establish understanding	Heavily differentiated activities
Calm, consistent and positive approaches	Flexibility – across the curriculum, approaches to learning & teaching, and learning styles
Visual checklists in relation to, for example, morning routine, person-specific coping strategies, tasks, etc	Predictable response

<u>The Examples</u>
<p><b><u>Pupil A</u></b></p> <p><b><u>Current Plan</u></b></p> <ul style="list-style-type: none"> <li>- Attends only <b>Supported Learning provision</b></li> </ul> <p><b><u>Next Steps</u></b></p> <ul style="list-style-type: none"> <li>- As part of the tracking, reviewing and planning of Pupil A's progress, a next step for them is to join his Supported Learning classmates in some <b>Supported Mainstream provision</b></li> </ul> <p><b><u>Pupil B</u></b></p> <p><b><u>Current Plan</u></b></p> <ul style="list-style-type: none"> <li>- Attends <b>Supported Learning provision</b></li> <li>- Attends <b>Supported Mainstream provision</b>, along with her Supported Learning classmates</li> </ul> <p><b><u>Next Steps</u></b></p> <ul style="list-style-type: none"> <li>- As part of the tracking, reviewing and planning of Pupil B's progress, a next step for them is to join her <b>regular mainstream class</b>, along with their mainstream classmates</li> </ul>

### **Pupil C**

#### **Current Plan**

- Attends **Supported Learning provision**
- Attends **Learning Support provision**, delivered by learning support teachers
- Attends **Supported Mainstream provision**, delivered by mainstream teachers, along with his supported Learning classmates
- Attends **regular mainstream class**, along with her mainstream classmates

#### **Next Steps**

- As part of the tracking, reviewing and planning of Pupil C's progress, a next step for them is to increase the number of periods they attend in **regular mainstream class**.

### **The Successes**

#### **Pupil 1**

They attends regular mainstream classes in a variety of subjects, including Music, PE and Drama, and does so independently.

#### **Pupil 2**

They attends a mainstream class for English, where they are currently working towards attaining National 4 English and National 5 Literacy.