

**Data Services Group**

**School Census**

**for Special schools in England**

**Preparation and Guidance for 2010**

## CONTENTS

Version History .....	6
<b>1.1 Purpose of this document .....</b>	<b>6</b>
<b>1.2 Main Changes from School Census 2009 .....</b>	<b>7</b>
<b>1.3 Which schools will participate in the School Census? .....</b>	<b>7</b>
<b>1.4 Rationale behind the School Census 2010 .....</b>	<b>7</b>
<b>1.5 Structure of the School Census .....</b>	<b>8</b>
1.5.1 School and Pupil Levels .....	8
1.5.2 Three collections a year.....	8
1.5.3 Historical as well as snapshot data.....	8
<b>1.6 Pupil Status module .....</b>	<b>9</b>
1.6.1 Pupil Enrolment Status – Special Cases .....	9
<b>2.1 Census Dates .....</b>	<b>13</b>
<b>2.2 Process Diagram.....</b>	<b>14</b>
<b>2.3 Update school MIS with current data .....</b>	<b>15</b>
2.3.1 Snapshot information on Census Day: .....	16
2.3.2 Attendance and exclusions data:.....	16
2.3.3 School Identifier.....	16
<b>2.4 Census specific data .....</b>	<b>17</b>
<b>2.5 Validation.....</b>	<b>17</b>
<b>2.6 Generating the School Census return and data checks.....</b>	<b>17</b>
<b>2.7 School Summary.....</b>	<b>18</b>
<b>2.8 Authorisation.....</b>	<b>18</b>
<b>2.9 Sending the School Census Return .....</b>	<b>19</b>
2.9.1 Maintained special schools.....	19
2.9.2 Non-Maintained special schools.....	19
<b>3.1 What will be collected when? .....</b>	<b>21</b>
<b>4.1 Survey Reference Date .....</b>	<b>27</b>
<b>4.2 Pupil Identifiers module .....</b>	<b>27</b>
4.2.1 Unique Pupil Number (UPN).....	27
4.2.2 Pupil's Former UPN .....	27
4.2.3 Pupil Surname .....	27
4.2.4 Pupil Forename .....	27
4.2.5 Pupil Middle Names.....	27
4.2.6 Pupil Date of Birth.....	27
4.2.7 Pupil Gender.....	27
4.2.8 Pupil Former Surname.....	28
4.2.9 Pupil Preferred Surname .....	28
4.2.10 Unique Learner Number .....	28
<b>4.3 Pupil Characteristics module.....</b>	<b>28</b>
4.3.1 Ethnicity .....	29
4.3.2 Source of Pupil Ethnicity.....	29
4.3.3 Pupil Free School Meal Eligibility.....	29
4.3.4 Connexions Agreement .....	30
4.3.5 In Care Indicator .....	30
In Care indicator at the time of any exclusion will be collected together with exclusion information in all three Censuses.....	31
4.3.6 In Care - Caring Authority Code .....	31
4.3.7 In Care while at current school indicator.....	31

4.3.8	Language Code .....	31
4.3.9	Gifted & Talented indicator .....	<b>Error! Bookmark not defined.</b>
4.3.10	Usual Mode of Travel.....	32
4.3.11	Service Children in Education Indicator.....	32
4.3.12	Source of Service Children in Education Indicator.....	33
4.3.13	<b>Hours at Setting</b> .....	33
<b>4.4</b>	<b>Pupil Status module</b> .....	<b>34</b>
4.4.1	Pupil Enrolment Status .....	34
4.4.2	<b>Pupil Date of entry</b> .....	34
4.4.3	Pupil Date of leaving.....	34
4.4.4	Pupil Part-time Indicator .....	34
4.4.5	Pupil Boarder Indicator .....	34
4.4.6	Pupil's Actual National Curriculum Year Group .....	35
<b>4.5</b>	<b>Special Educational Needs module</b> .....	<b>35</b>
4.5.1	Pupil SEN Provision.....	35
4.5.2	Pupil SEN Type ranking.....	35
4.5.3	Pupil SEN type code.....	35
4.5.4	Member of SEN Unit indicator .....	<b>Error! Bookmark not defined.</b>
4.5.5	Member of resourced provision indicator.....	<b>Error! Bookmark not defined.</b>
<b>4.6</b>	<b>Exclusions module</b> .....	<b>35</b>
4.6.1	Exclusion Category.....	36
4.6.2	Exclusion Reason.....	36
4.6.3	Exclusion Start Date .....	38
4.6.4	Actual number of sessions excluded from .....	38
<b>4.7</b>	<b>Home Information module</b> .....	<b>38</b>
4.7.1	SAON .....	39
4.7.2	PAON .....	39
4.7.3	Street.....	39
4.7.4	Locality .....	39
4.7.5	Town.....	39
4.7.6	Administrative Area.....	39
4.7.7	Post Town.....	39
4.7.8	Postcode.....	39
4.7.9	Address Line 1 .....	39
4.7.10	Address Line 2.....	39
4.7.11	Address Line 3.....	39
4.7.12	Address Line 4.....	39
4.7.13	Address Line 5.....	39
4.7.14	Postcode.....	40
<b>4.8</b>	<b>Contact Information</b> .....	<b>40</b>
4.8.1	Contact title.....	40
4.8.2	Contact Last Name .....	40
4.8.3	Contact First Name.....	40
4.8.4	Contact Middle Name .....	40
4.8.5	SAON .....	40
4.8.6	PAON .....	41
4.8.7	Street.....	41
4.8.8	Locality .....	41
4.8.9	Town.....	41
4.8.10	Administrative Area.....	41

4.8.11 Post Town.....	41
4.8.12 Postcode.....	41
4.8.13 Address Line 1.....	41
4.8.14 Address Line 2.....	41
4.8.15 Address Line 3.....	41
4.8.16 Address Line 4.....	41
4.8.17 Address Line 5.....	41
4.8.18 Postcode.....	41
4.8.19 International Address Line 1.....	42
4.8.20 International Address Line 2.....	42
4.8.21 International Address Line 3.....	42
4.8.22 International Address Line 4.....	42
4.8.23 International Address Line 5.....	42
4.8.24 International Post Code.....	42
4.8.25 Contact telephone type;.....	42
4.8.26 Contact telephone number.....	42
4.8.27 Contact Responsibility to Pupil;.....	42
4.8.28 Contact Relationship to pupil/child.....	42
<b>4.9 Attendance module.....</b>	<b>43</b>
4.9.1 Possible Sessions.....	43
4.9.2 Sessions missed due to Authorised Absence.....	43
4.9.3 Sessions missed due to Unauthorised Absence.....	44
4.9.4 Pupil Attendance Codes.....	44
4.9.5 Number of sessions missed.....	44
<b>4.10 Post-16 Learning Aims module.....</b>	<b>Error! Bookmark not defined.</b>
4.10.1 Qualification Accreditation Number (QAN).....	<b>Error! Bookmark not defined.</b>
4.10.2 Learning Aim Start Date.....	<b>Error! Bookmark not defined.</b>
4.10.3 Learning Aim Planned End Date.....	<b>Error! Bookmark not defined.</b>
4.10.4 Learning Aim Actual End Date.....	<b>Error! Bookmark not defined.</b>
4.10.5 Learning Aim Completion status (See code set in Appendix 1).....	<b>Error! Bookmark not defined.</b>
4.10.6 Discount Code.....	<b>Error! Bookmark not defined.</b>
5 SCHOOL LEVEL.....	45
<b>5.1 Survey Reference Date.....</b>	<b>45</b>
<b>5.2 School Characteristics module.....</b>	<b>45</b>
5.2.1 LA Number.....	45
5.2.2 DCSF Establishment Number.....	45
5.2.3 School Name.....	45
5.2.4 School Phase.....	<b>Error! Bookmark not defined.</b>
5.2.5 School Type.....	45
5.2.6 Gender of entry.....	45
5.2.7 Gender of sixth form entry.....	45
5.2.8 Minimum Year Group.....	46
5.2.9 Maximum Year Group.....	46
5.2.10 Intake Type.....	46
5.2.11 Governance.....	46
5.2.12 School Email Address.....	46
5.2.13 School Telephone Number.....	47
5.2.14 SAON.....	47

5.2.15 PAON .....	47
5.2.16 Street.....	47
5.2.17 Locality .....	47
5.2.18 Post Town.....	47
5.2.19 Town.....	47
5.2.20 Administrative Area.....	47
5.2.21 Postcode.....	47
5.2.22 Address Line 1.....	47
5.2.23 Address Line 2.....	47
5.2.24 Address Line 3.....	48
5.2.25 Address Line 4.....	48
5.2.26 Address Line 5.....	48
5.2.27 Postcode.....	48
<b>5.3 Admission Appeals module .....</b>	<b>Error! Bookmark not defined.</b>
5.3.1 Admission appeals lodged.....	<b>Error! Bookmark not defined.</b>
5.3.2 Admission appeals withdrawn .....	<b>Error! Bookmark not defined.</b>
5.3.3 Admission appeals heard by Independent Admission Appeals Panel	
<b>Error! Bookmark not defined.</b>	
5.3.4 Admission appeals heard by Independent Admission Appeals Panel -	
decided in parent's favour.....	<b>Error! Bookmark not defined.</b>
5.3.5 Admission appeals heard by Independent Admission Appeals Panel -	
rejected.....	<b>Error! Bookmark not defined.</b>
<b>5.4 School Staffing module .....</b>	<b>48</b>
5.4.1 Teachers.....	48
5.4.2 Teachers normally employed at the school as at the Spring Census	
week .....	49
5.4.3 Teachers normally employed who are teachers of minority ethnic pupils	
50	
5.4.4 Education Support Staff.....	50
5.4.5 Cumulative Weekly Hours of Education Support Staff by Staff Type....	52
<b>5.5 Class Information module.....</b>	<b>Error! Bookmark not defined.</b>
5.5.1 Class Reference Number .....	<b>Error! Bookmark not defined.</b>
5.5.2 Number of Teachers in the Class .....	<b>Error! Bookmark not defined.</b>
5.5.3 Number of Adult Non-Teachers in the Class .....	<b>Error! Bookmark not defined.</b>
<b>defined.</b>	
5.5.4 Class Year Group.....	<b>Error! Bookmark not defined.</b>
5.5.5 Class Activity .....	<b>Error! Bookmark not defined.</b>
5.5.6 Number of Pupils from the host school in the class...	<b>Error! Bookmark not defined.</b>
<b>not defined.</b>	
5.5.7 Number of Pupils from other schools in the class.....	<b>Error! Bookmark not defined.</b>
<b>not defined.</b>	
<b>5.6 Pupil and Teacher Reconciliation module.....</b>	<b>Error! Bookmark not defined.</b>
<b>defined.</b>	
<b>5.7 Miscellaneous module.....</b>	<b>52</b>
5.7.1 Free School Meals Taken.....	53
5.7.2 Provision of Extended services.....	53
Community includes pupils' families and others who reside in the local	
community and not just your pupils and school staff. ....	55
5.7.3 Extended Services (childcare): number of 8am-6pm, all year round,	
school-age childcare/activity places .....	55

	5.7.4	Extended Services – TDA collection.....	56
5.8		<b>ICT (Information Communication Technology) module .....</b>	<b>56</b>
	5.8.1	Number of computers .....	56
	5.8.2	Number of interactive whiteboards .....	56
	5.8.3	Number of teachers with access to ICT.....	56
6		CODESETS - PUPIL LEVEL .....	58
7		CODESETS - SCHOOL LEVEL .....	64
8		Links to relevant websites.....	68

## Version History

V0.1	Changes to dates; amended child tax credit amount; 4.3.13 new section on Hours at Setting; 5.5.4 acknowledgment of separate TDA collection as this was queried by some schools in 2009; addition of Service Children in Education source codeset which was omitted in 2009; new paragraph at 1.6.1 about Overseas/Exchange pupils	Simon Grigor 28 <sup>th</sup> August 2009
V0.2	Incorporation of comments from quality review by DCSF Technical Development Unit expert. Changes as follows: additional line at 4.2.2 about adopted pupils; additional line at 4.3.3 about areas taking part in the pilot of FSM eligibility for all pupils; change in layout to section 4.4.2; addition of a table to show extract routines at 4.6.	Simon Grigor 11 <sup>th</sup> September 2009
V0.3	Incorporation of comments from quality review of V0.2. Revision to green box in Table at 2.2 to acknowledge that schools can return direct to COLLECT; additional text in table at 2.3; 2.3.1 amendment to title of regulations; additional text in 4.3.10; removal of paragraph under 4.7.14; renumbering within Section 5; change of URL at 5.2.1	Simon Grigor 16 <sup>th</sup> October 2009
V1.0	Split into five different documents (including Special) for different school phases	Simon Grigor 28 <sup>th</sup> October 2009

## 1 INTRODUCTION

### 1.1 Purpose of this document

This document is aimed at Local Authority (LA) special schools so that they:

- understand the rationale behind and purpose of the School Census
- are able to prepare for the School Census
- are able to complete School Census returns during 2010

It is envisaged that this document will be used as a handbook for data entered onto schools' Management Information Systems (MIS) throughout the year, rather than just as guidance on Census days.

This document is published on TeacherNet and LAs may choose to use it as it stands direct with their schools or amended to suit their local needs as appropriate. Software suppliers may also find it a useful reference document.

## 1.2 Main Changes from School Census 2009

- **Collection and validation of Hours at Setting accessed by two, three-and four-year olds (see section 4.3.13). This change was agreed by the Department's Star Chamber Scrutiny Board (ref 401).**

## 1.3 Which schools will participate in the School Census?

In 2010 the arrangements for School Census will include nursery, primary, middle deemed primary, secondary, including middle deemed secondary, CTCs, academies and special schools (including non-maintained special schools) and hospital special schools and, on a voluntary basis, Service Children's Education schools. The maintained sector covers England only, and includes Community, Foundation, Voluntary Aided and Voluntary Controlled schools.

There are no plans for independent school participation in the 2010 School Census. Independent schools **and General Hospital Schools** will continue to provide data via the existing School Level Annual School Census (SLASC) process.

Early Years settings - private, voluntary and independent (PVI), Alternative Provision and **Pupil Referral Units will provide a pupil level return** (but not as part of this School Census). Separate requirements and guidance documentation will be issued for each of these areas.

## 1.4 Rationale behind the School Census 2010

The following factors are the business drivers behind the School Census 2010:

- it is consistent with the overall vision to:-
  - collect data once and use many times
  - automate the collection of data
  - data collected should be that which a well prepared school uses themselves or be justified with a clear business case
- it assumes that much of the data are already held in schools' MIS ready for transfer on Census day and so the need for data entry on the day is kept to a minimum.
- given that the majority of the data collected at pupil level are those which a well managed school uses themselves, the data should be kept up to date on an event driven basis (i.e. data should be updated by the school as soon as it is aware of any change or addition so the update is event driven) and so the burden of collection by the Department should not be high.
- the majority of data collected are as defined in the Common Basic Data Set (CBDS).

Analysis of individual pupil records supports the drive to raise standards, provides accurate targeting of funding, and assists the monitoring and development of policy.

For example, information about the numbers of pupils, teachers and education support staff

is used to monitor pupil:adult ratios; information on class sizes, pupils with statements, pupils with SEN but without statements (*School Action* or *Early Years Action* and *School Action Plus* or *Early Years Action Plus*), free school meals, ethnicity, absences and permanent exclusions is used to monitor the Government's social inclusion policy. Pupil numbers are used for funding LAs and schools and contribute to the School and College Achievement and Attainment Tables exercise.

Data will also continue to be used nationally for the Qualifications and Curriculum Development Agency (QCDA) Pupil Test Registration process. The data are used to support other key areas involving LAs such as Revenue Support Grant and LA Benchmarking Tables. Without this information it would be very difficult for Ministers, Parliament, central and local government, pressure groups and the public to monitor government policies and their effectiveness.

**The submission of the School Census returns, including a set of named pupil records, is a statutory requirement on schools under section 537A of the Education Act 1996.**

Putting the School Census on a statutory basis:

- means that schools do not need to obtain parental or pupil consent to the provision of information;
- ensures schools are protected from any legal challenge that they are breaching a duty of confidence to pupils; and
- helps to ensure that returns are completed by schools.

## **1.5 Structure of the School Census**

### 1.5.1 School and Pupil Levels

The School Census is divided into two levels - Pupil and School. Each level comprises modules of data items that relate to a single theme or topic. The modules and the individual data items included in each module are listed in Section 3. The School Census has been structured in this way to allow different combinations of modules to be collected in each collection.

### 1.5.2 Three collections a year

As in previous years different modules will be collected in each Census. Your school's MIS software will be able to extract from your MIS the relevant data items for each Census.

### 1.5.3 Historical as well as snapshot data

Much of the data to be collected represents some characteristic of a pupil at a point in time, e.g. whether a pupil was in care on the Census day. However, the modules for Attendance and Exclusions capture historical data from a previous term rather than Census day. This enables the Census to be generated from your software using data that the school will have input at the time, for example the date a pupil left the school.

It also enables LAs and the Department to build up a continuous picture of pupil attendance and exclusions from successive Censuses. Please note that these modules will require data on some pupils who have left the school before Census day.

A third module which captures historical data is admission appeals. Admission appeals are in respect of potential pupils in Foundation and Voluntary Aided schools only, whose applications for admission have been refused; it is historical data to the school but is not

pupil data.

## 1.6 Pupil Status module

This module gives information about a pupil in relation to the school, e.g. enrolment status and date of entry.

### 1.6.1 Pupil Enrolment Status – Special Cases

There are a number of situations occurring in schools which appear to have caused some confusion when trying to reflect them in school census returns. The following cases list the problematic situations which have been raised by local authorities and the method that should be used to ensure consistent reporting for the census.

Please note the reference in Para 2.3.1 that information is not returned on pupils recorded as 'Guest' in a school's admissions register.

- Managed/Negotiated Transfers

A pupil may be transferred to another school on a trial basis. In such a case, the original school will maintain the pupil's registration. If the receiving school decide to accept the pupil on a permanent basis then, obviously, the registration will transfer at that time. During the trial period, however, there is no method of indicating this situation in the receiving school. As the data collected during the census are used for future funding purposes, the inability to credit the receiving school is perceived as a disincentive to accept the pupil, often to the pupil's detriment. The financial arrangements between the schools are a matter for their mutual agreement, but it is important to be able to identify pupils in this situation.

It is recommended that for the duration of any trial period:

The original school maintains the pupil's record with an Enrolment Status of "M"  
(Main dual-registration)

The receiving school maintains the pupil's record with an Enrolment Status of "S"  
(Subsidiary dual-registration)

- Consortia schools

Schools often provide courses of study in collaboration with other schools (or other educational establishments). These may be formal or informal arrangements. A pupil registered in one school may have part, or even all, of their academic tuition in the premises of another school. In such circumstances it is important that the pupil is assigned correctly to the school which holds the pupil's registration. The financial arrangements between the schools are a matter for their mutual agreement but it is important to be able to identify pupils in this situation.

It is recommended that for a pupil who is receiving tuition at a school other than the registration school:

The registration school maintains the pupil's record with an Enrolment Status of "M"  
(Main registration)

The providing school, if the tuition is being provided as part of a regular pattern, maintains the pupil's record with an Enrolment Status of "S" (Subsidiary dual-registration)

The providing school, if the tuition being provided is a one-off, such as a one day, one session or one lesson event, if it wishes to do so, maintains the pupil's record with an Enrolment Status of "G" (Guest registration)

- Traveller Pupils

A traveller pupil may attend another school during periods when his parent is travelling in the course of trade or business. In such cases, the school where the pupil ordinary attended, during the immediately preceding 18 months when not travelling will maintain the pupil's registration.

It is recommended that for the duration of this period:

The ordinary school of attendance maintains the pupil's record with an Enrolment Status of "M" (Main dual-registration)

The receiving school maintains the pupil's record with an Enrolment Status of "S" (Subsidiary dual-registration)

- Family units

In many areas nursery school education is being provided in establishments which also provide wider childcare and/or family support services. Often, the establishment wishes to maintain a single management information system for all the children it serves and, equally often, it is the school management information system which is used for this purpose. When submitting information for census purposes, however, it is important to distinguish between those children who are receiving nursery education from those who are receiving other services.

It is recommended that:

For children receiving nursery education, the school/establishment maintains the pupil's record with an Enrolment Status of "C" (Current registration).

For children receiving childcare provision but not nursery education the school/establishment, if it wishes to do so, maintains the pupil's record with an Enrolment Status of "G" (Guest registration). For children receiving both nursery education and childcare provision, the school/establishment records the pupil as part-time and maintains the pupil's record with an Enrolment Status of "C"

- Specialised Units

In some LA areas units have been established to deliver specialised education services for pupils from schools in an extended area, not just the school in which the unit is located. These units often provide support for English Language acquisition (English as an Additional Language) or special education needs support, commonly with those children who have Visual or Hearing Impairments or have Speech and Language difficulties.

It is recommended that for a pupil who is receiving tuition in a specialised unit at a

school other than the registration school:

The registration school maintains the pupil's record with an Enrolment Status of "M" (Main dual-registration)

The providing school, if the tuition is being provided as part of a regular pattern, maintains the pupil's record with an Enrolment Status of "S" (Subsidiary dual-registration)

- Inclusion Classes

To foster the inclusion agenda for pupils with special educational needs, "inclusion classes" have been established whereby pupils who are registered at a special school are taught in classes located in a mainstream school's premises.

Tuition is provided, either wholly or partly, by teachers from the special school. These classes are, effectively, satellite classes of the special school and should not be treated as classes of the mainstream school.

It is recommended that for a pupil who is attending an inclusion class:

The special school maintains the pupil's record with an Enrolment Status of "C" (Current registration)

The mainstream school, if it wishes to do so, maintains the pupil's record with an Enrolment Status of "G" (Guest registration).

- External Candidates

Occasionally, adults are registered at a school in order for them to enter an examination and, perhaps, receive some level of tuition towards this aim. In such cases it is recommended that the providing school, if it wishes to do so, maintains the adult's record with an Enrolment Status of "G" (Guest registration).

- Purchased Tuition

In some schools externally provided tuition may be purchased at another establishment for a registered pupil.

If the provider establishment is a maintained school then the situation should be treated as for consortia schools above. If the provider is a commercial organisation, or an organisation outside the maintained school sector, then the pupil should be recorded with an Enrolment Status of "C" (Current registration).

- School-supervised off-site Education

Some schools have registered pupils who, for varying reasons, receive all or part of their tuition at home, or other suitable premises, under the supervision of the school. The school will support the pupil and staff will carry out regular visits; often, the pupil will have had a computer installed and online tutoring is provided. In such cases, the pupil should be recorded with an Enrolment Status of "C" (Current registration).

- Dually Registered Pupils - Hospital Special Schools

For those pupils who may be attending a 'hospital special school' they should only be recorded on the register if they are receiving an education provision. They should **not** be recorded if they are only attending such an establishment for 'hospital check ups', 'day surgery' or any other form of medical appointment or operation.

However, if the pupil receives an education provision from the 'hospital special school' and also attends a mainstream school, then they should be recorded as dually registered. The school of 'ordinary attendance' should be recorded as the 'main' registration. In the majority of cases this will be the mainstream school, and the hospital special school should then record the pupil with a subsidiary registration.

If a pupil is originally solely registered at the 'hospital special school' and also attends a mainstream school as part of a reintegration programme then they should be recorded as dually registered with the hospital special school holding the 'main registration'.

If after consultation with the school, medical advisors, parents and the LA, the conclusion is that the pupil should attend the hospital special school full time to meet the pupil's SEN needs, and that the decision is a permanent arrangement, then the pupil must be removed from the mainstream school and solely registered at the 'hospital special school'. However if this scenario is only a temporary measure the pupil should be dually registered, with the mainstream school holding the main registration, and the hospital special school recording the subsidiary registration.

- **Overseas/Exchange Pupils**

Overseas or exchange pupils on the school register at the time of the census should be recorded therein with an Enrolment Status of "G" (Guest), and therefore not included on the school census returns.

## 2 GUIDANCE: COMPLETING THE SCHOOL CENSUS

### 2.1 Census Dates

Every maintained and non-maintained special school in England is expected to complete three Census returns in the calendar year 2010. There will be one collection each term, or for LAs that operate six term years, collection will be every other term.

The Census dates will be as follows:

- third Thursday in January (21<sup>st</sup> January 2010)
- third Thursday in May (20<sup>th</sup> May 2010)
- first Thursday in October (7<sup>th</sup> October 2010)

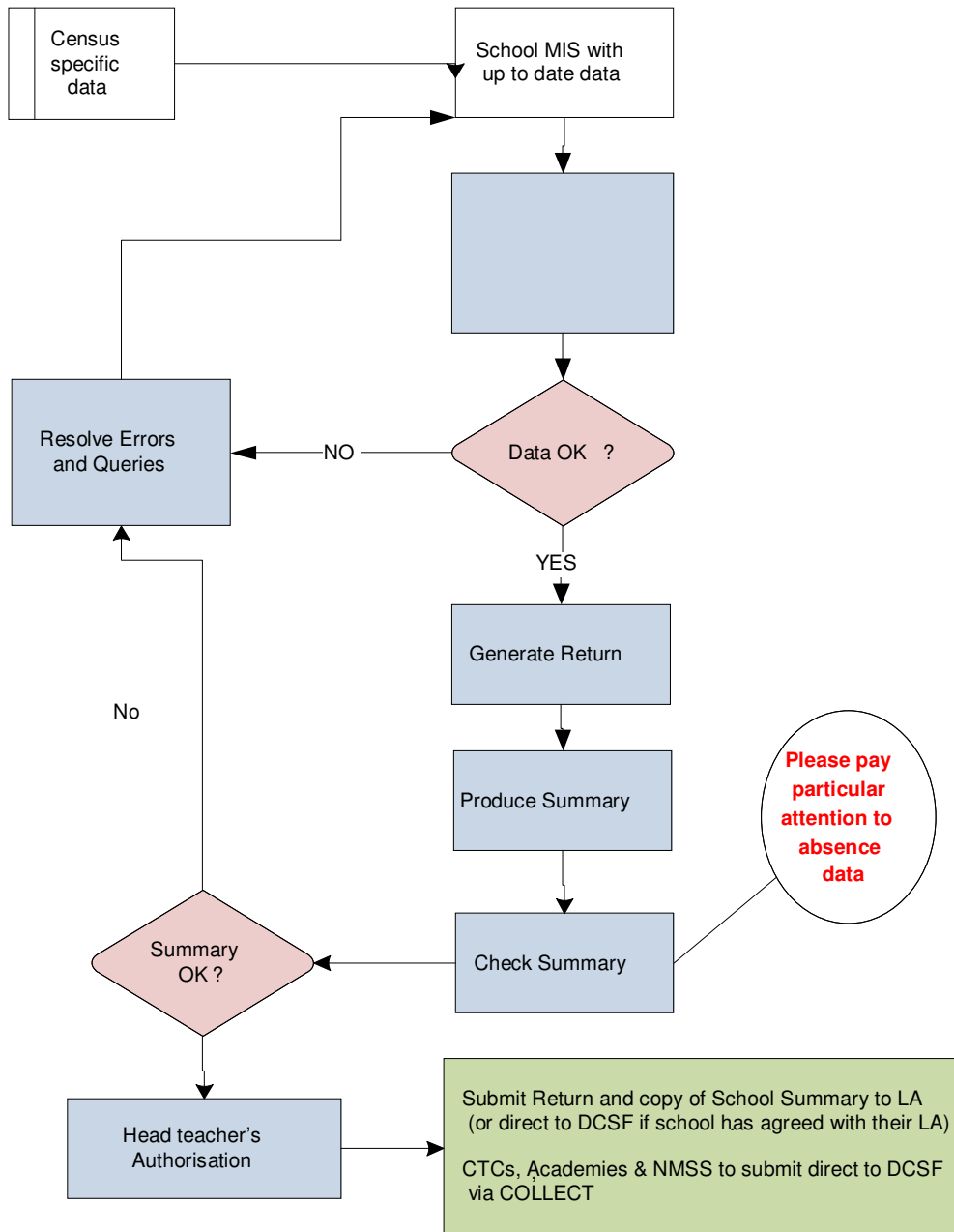
If unusual circumstances impact on Census day, for example, severe weather conditions or religious observances, schools may find that the numbers of pupils and/or staff who are not at school that day are abnormally high. If any Census figures for example, 'school meals taken' are affected, then a day and time when the situation can be regarded as normal should be selected.

Schools/LAs may interpret this literally as the next normal day or as an earlier day in Census week or the previous Thursday, if that reflects the normal situation.

On occasions where other days/times are used, schools should record these for audit purposes.

## 2.2 Process Diagram

The process diagram below shows the steps that need to be taken to produce, check, authorise and send each Census Return.



## 2.3 Update school MIS with current data

The individual pupil records and school characteristics information for the School Census will be extracted automatically by your MIS and parts of them may not be edited manually. Also, although strenuous data validation will take place within your software, missing pupils, missing excluded pupils, exclusions and attendance data for pupils no longer on roll and some incorrect data may not flag up any errors or queries. It is essential therefore that all relevant pupil data have been entered and updated in your system before the School Census return is created. Information on exclusions, attendance, teaching and education support staff and classes as taught will (as far as possible) also be extracted automatically where the relevant data have previously been entered, but can if necessary be keyed directly into the School Census return.

Individual pupil data will be included in the return for the following pupils. You should therefore ensure that all relevant data are kept up to date for these pupils:

Spring Census (January)	Summer Census (May)	Autumn Census (October)
<ul style="list-style-type: none"> <li>all pupils on the register on the Census day</li> <li>any additional pupils subject to any type of exclusion in the <b>Summer Term 2009</b></li> </ul>	<ul style="list-style-type: none"> <li>all pupils on the register on the Census day</li> <li>any additional pupils subject to any type of exclusion in the <b>Autumn Term 2009</b></li> </ul>	<ul style="list-style-type: none"> <li>all pupils on the register on the Census day</li> <li>any additional pupils subject to any type of exclusion in the <b>Spring Term 2010</b></li> <li>any additional pupils who attended the school in the previous academic year</li> </ul>

The registration of pupils is governed by *section 434 of the Education Act 1996* <http://www.opsi.gov.uk/acts/acts1996/1996056.htm> and the Education (Pupil Registration) Regulations 2006 <http://www.opsi.gov.uk/si/si2006/20061751.htm>. *Section 434 specifies that all persons who are pupils at the school must be registered.* Regulation 5 specifies the information that a school's admission register should contain. Regulation 8 specifies the circumstances under which a pupil can be removed from the register (for example, registration at another school, written notification of parental intention to educate at home, and long term absence (four weeks or more) where both the school and LA have failed after reasonable enquiry to locate the pupil).

A pupil would normally be dually registered in the following circumstances:

- Registered at a mainstream school (main school) but considered to need specialist support by attending a special school (subsidiary school) on a regular basis and, therefore, also registered at the special school
- Registered at a mainstream school (main school) but, because of e.g. behaviour problems, the pupil is also required to attend a PRU (subsidiary school) for part of each week and is, therefore, also registered at the PRU
- Registered at a special school or at a PRU (main school) but also attending another mainstream school (subsidiary school) on a regular basis as part of preparation for return to the mainstream school

### 2.3.1 Snapshot information on Census Day:

Information should be provided for all pupils on the school's admission register (in accordance with Regulation 5 of the Education (Pupil Registration (England) Regulations 2006). This includes all pupils whose enrolment status is C (Current), M (Dual main) or S (Dual subsidiary) but excludes any pupil whose enrolment status is G (Guest). Note that:

- Children of service families registered at the school on Census day are no different to any other pupil registered at the school and will have an enrolment status of C (Current), M (Dual main) and S (Dual subsidiary). Provided that the pupil is registered at the school on Census day, they should be included in the school's return.
- Traveller children can be registered at one or more schools and will have an enrolment status of C (Current), M (Dual main) or S (Dual subsidiary). Provided that the pupil is registered at the school on Census day, they should be included in the school return.

If a pupil is no longer on the admissions register at your school on the Census day and you have already passed information (including UPN) on to their new school then you must not record the pupil on your School Census return. This does not affect the attendance and exclusion areas of the Census. This applies whether the information has been passed on verbally, in writing or via the Common Transfer File (CTF). Following this guidance should eliminate cases of double counting, any of which the LA would need to investigate.

### 2.3.2 Attendance and exclusions data:

Attendance data should be provided for any pupils of compulsory school age who were on roll for one or more sessions during the term for which data are collected.

Exclusions data should be provided for any pupils that were subject to any exclusion during the period for which data are collected.

Attendance and exclusions data could therefore legitimately be required for pupils who are no longer on the school roll on the Census Day. For these pupils, the following modules/data items will also be collected and so must be retained on the MIS even though the pupil is no longer on roll.

For attendance: the Pupil ID module; and for termly exclusions: the Pupil ID module and, at the time of exclusion, In Care indicator and SEN Provision.

For pupils who are no longer on roll, in order to identify them, the Pupil Status module will also be collected and so it is important, for example, that Pupil Date of Leaving is completed.

### 2.3.3 School Identifier

The Department for Children, Schools and Families (DCSF) School Number is required as the identifier for the school. It comprises a 3 digit LA code and a 4 digit Establishment code.

It is essential that both these codes are correct and up to date. Any error (including the provision of an old value of either code) is likely to lead to the rejection of your return by DCSF. ***If you are in any doubt therefore about these codes, please check with your LA***, or you can check your LA and establishment code by accessing [www.edubase.gov.uk](http://www.edubase.gov.uk)

## 2.4 Census specific data

Depending on their local arrangements, schools may need to manually complete the following modules at the point of completing the Census return: Exclusions, Attendance, Admission Appeals, Class Information, School Staffing, Pupil and Teacher Reconciliation, ICT and Miscellaneous. Instructions as to what must be done for the Census are given in Section 3.

## 2.5 Validation

Census data are used by DCSF policy divisions, other government departments, LAs, external agencies and educational researchers. The data are also used for funding purposes, and as principal data for the Autumn benchmarking including RAISEonline. Accuracy of data is therefore paramount.

Both LAs and the DCSF expect there to be zero errors on the Census return. The only exception to this is where a software bug generates an error that cannot be fixed or circumvented and an agreement has been reached between the LAs and the DCSF that the error is acceptable.

Schools' MIS software will report **most**<sup>1</sup> validation errors and queries.

When the data are validated for the School Census, a validation *Error* is generated when **data** rules are broken, for example, an illegal character is entered, a value may be out of range or totals do not add up correctly. Validation errors must be corrected.

A *Query* is reported where the data are unusual or unexpected, reflecting a potential inaccuracy or omission in the underlying data in the schools' MIS or entry to the Census form. For example, where no pupils are reported as having special needs or where there is a probability of data being omitted, such as permanent exclusions, of which many schools may genuinely have had none in the previous school year.

MIS software will report queries that should be investigated. As LAs or the DCSF will question queries it is also essential to investigate all queries, and to amend the data as necessary.

## 2.6 Generating the School Census return and data checks

These completion notes should be read in conjunction with any software specific School Census user guide available through your LA and with the documentation provided by your software supplier.

Your software supplier is likely to have drawn up a 'data entry specification' listing all the pupil data that must be entered into your system if the pupil records within your School Census return are to be complete and correct. If you have not seen this specification, please contact your LA for advice or, if you do not take MIS/ICT support from the LA, your software supplier direct.

---

<sup>1</sup> If DCSF make late changes to validations, for instance to the Autumn Census based on outcomes of the Summer Census, then commercial suppliers may not be able to include in their software releases. There are also some validation checks that are only in COLLECT so a school may see an 'error on load' even though nothing is shown when validated in the MIS. The Department aims to keep these differences to a minimum.

Your software may contain a series of 'data checks' which will help you to identify and correct errors and inconsistencies in your data prior to generating your School Census return. Please go through this process carefully as it will substantially reduce the number of validation errors in your return and the work you will need to do subsequently to resolve these.

Although the data checks are very important, you cannot assume that successful completion of them guarantees that all the necessary data are present, and that your School Census return will be correct. The absence of any validation errors or queries also does not guarantee a successful return. You must therefore ensure that you have fully entered into your system all of the data set out in the data entry specification.

The code values for data items listed in Section 3 are given in the Appendix and will reflect the values contained in the data file which the software prepares for transmission to your LA and the Department.

## 2.7 School Summary

The Census return software generates a report summarising the data in the School Census return automatically. Given that the return itself is too large to be viewed in its entirety, it fulfils a number of purposes:

- to allow school staff preparing the return to check its accuracy and completeness before passing it to the head teacher
- to allow the head teacher authorising the return to check its accuracy and completeness before submitting the return to the LA and DCSF. **Note that** the School Summary contains information about persistent absenteeism. As there is no FORVUS checking exercise before publication in the Achievement and Attainment tables, this is the school's only opportunity to check these figures.
- if the summary is forwarded to the LA, it allows the LA to check the return from the school
- provides DCSF with assurance that the return has been subject to some data checking by the school and LA

The summary should be inspected carefully, paying particular attention to those sections that might reveal evidence that some individual pupil data were not entered on to the system prior to generating the return, e.g. free school meals, number of pupils with SEN. The DCSF also recommends that the school summary be compared to the school summary generated for the previous year to highlight any anomalous data between years. It is vital for a school to check the accuracy of data in this summary, as it will be this data that is submitted to the DCSF as an accurate reflection of the school.

As different data are submitted in each Census, the contents of the School Summary will also be different for each term's Census.

## 2.8 Authorisation

Once the School Census data have been submitted to the DCSF, either directly, for CTCs and academies, or via the LA, for maintained schools (**unless the LA has agreed to a school submitting directly**), it will be deemed to have been authorised by the head teacher. LAs and schools can implement further authorisation methods such as printing and signing the summary to satisfy local audit purposes.

## 2.9 Sending the School Census Return

Any queries regarding this process should be directed to the **DCSF DSG Helpdesk** on **01325 392626** or email [dsg.helpdesk@dcsf.gsi.gov.uk](mailto:dsg.helpdesk@dcsf.gsi.gov.uk).

### 2.9.1 Maintained special schools

Once the return has been authorised by the head teacher, it should be made available for your LA, or DCSF, as appropriate. Maintained schools will need to consult their LAs on arrangements for this process.

Maintained schools should check with their LA regarding their deadline for provision of the return, which should allow sufficient time for the LA to discuss any queries on the data with the school before providing it for DCSF.

### 2.9.2 Non-Maintained special schools

Once the return has been authorised by the head teacher, it should be sent directly to the Department via the COLLECT system. For the Spring Census (January) the deadline for all approved returns to reach the Department is **Wednesday 17<sup>th</sup> February 2010**. Confirmation of deadlines for the Summer and Autumn Censuses will be communicated during the year.

### 3 PREPARATION: DATA ITEMS REQUIRED

Most of the data collected in the School Census are those which a well managed school would be expected to use for its own purposes. The majority of data items should therefore be kept up to date within a school's MIS on an event driven basis.

Data items that are going to be collected in the School Census 2010 have been grouped into modules as follows:

<b>Pupil Level (Section 4)</b>	<b>School Level (Section 5)</b>
Pupil Identifiers	School Characteristics
Pupil Characteristics	School Staffing
Pupil Status	ICT
Special Educational Needs	Miscellaneous
Exclusions	
Home Information	
Attendance	
Post-16 Learning Aims	

Schools are urged to take a look at the data items to be collected in the School Census before the start of the academic year 2009/10 to ensure data are entered correctly within their MIS. Schools should note that software suppliers have included more validation on data entry so in many instances it should not be possible to enter data in the wrong format or that does not comply with the specified codeset. This should ensure a higher quality of data entered and fewer validation errors to be checked when the data are extracted in School Census.

**Codesets for individual data items are given in Sections 6 and 7 and their existence is highlighted against the appropriate data item.**

### 3.1 What will be collected when?

Please read in conjunction with Section 4.4.

On – Pupils on Roll

Off – Pupils off Roll

B – All Pupils – both on and off roll

\* – Not required

Sp – Spring

Su – Summer

Au – Autumn

#### Pupil Level

Ref	Title	XML	MODULE	SPECIAL		
				Sp	Su	Au
100001	Unique Pupil Number (UPN)	UPN	PUPIL IDENTIFIERS	B	B	B
100016	ULN	UniqueLearnerNumber		B	B	B
100002	Pupil's Former UPN	FormerUPN		B	B	B
100003	Pupil Surname	Surname		B	B	B
100004	Pupil Forename	Forename		B	B	B
100006	Pupil Middle Names	MiddleNames		B	B	B
100009	Pupil former Surname	FormerSurname		B	B	B
100011	Pupil Preferred Surname	PreferredSurname		On	On	On
100007	Pupil Date of Birth	DOB		B	B	B
100008	Pupil Gender	Gender		B	B	B
100319	Ethnicity	Ethnicity	CHARACTERISTICS	B	B	B
100023	Source of Pupil Ethnic Code	EthnicitySource		B	B	B
100033	Pupil Free School Meal Eligibility	FSMeligible		On	On	On
100036	Connexions Agreement	Connexions		On	On	On
100038	In Care Indicator	InCare		On	*	*
100039	In Care - Caring Authority Code	CareAuthority		On	*	*
100040	In Care while at current school indicator	InCareAtCurrentSchool		On	*	*
100047	Language Code	Language		B	B	B
100037	Gifted & Talented Indicator	GandTIndicator		*	*	*
100048	Usual mode of travel	ModeOfTravel		On	*	*
100330	Service Children in Education Indicator	ServiceChild	On	*	*	
100331	Source of Service Children in Education Indicator	ServiceChildSource	On	*	*	
100291	Hours at Setting	HoursAtSetting	On	On	On	

100060	Pupil Enrolment status	<b>EnrolStatus</b>	STATUS	On	On	On
100063	Pupil Date of Entry	<b>EntryDate</b>		B	B	B
100064	Pupil Date of Leaving	<b>LeavingDate</b>		Off	Off	Off
100065	Pupil Part-time Indicator	<b>PartTime</b>		B	B	B
100067	Pupil Boarder Indicator	<b>Boarder</b>		B	B	B
100068	Pupil's Actual National Curriculum Year Group	<b>NCyearActual</b>		On	On	On
100325	Class Type (v2)	<b>TypeOfClass</b>		x	x	x
100077	Pupil SEN Provision (formerly stage)	<b>SENprovision</b>	SEN	On	On	On
100080	Pupil SEN Type ranking	<b>SENtypeRank</b>		On	x	x
100081	Pupil SEN Type	<b>SENtype</b>		On	x	x
100075	Member of SEN Unit (sometimes called special class) indicator	<b>SENunitIndicator</b>		x	x	x
100076	Member of resourced provision indicator	<b>ResourcedProvisionIndicator</b>		x	x	x
100087	Exclusion Category	<b>Category</b>	EXCLUSIONS	B	B	B
100088	Exclusion Reason	<b>Reason</b>		B	B	B
100038	In Care Indicator	<b>InCare</b>		B	B	B
100077	Pupil SEN Provision (formerly stage)	<b>SENprovision</b>		B	B	B
100090	Exclusion Start Date	<b>StartDate</b>		B	B	B
100093	Exclusion actual number of sessions	<b>Sessions</b>		B	B	B
100103	SAON	<b>SAON</b>		HOME INFO	On	On
100109	PAON	<b>PAON</b>	On		On	On
100115	Street	<b>Street</b>	On		On	On
100116	Locality	<b>Locality</b>	On		On	On
100117	Town	<b>Town</b>	On		On	On
100118	Administrative Area	<b>AdministrativeArea</b>	On		On	On
100119	Post Town	<b>PostTown</b>	On		On	On
100121	Postcode	<b>PostCode</b>	On		On	On
100128	Address Line 1	<b>AddressLine1</b>	On		On	On
100129	Address Line 2	<b>AddressLine2</b>	On		On	On
100130	Address Line 3	<b>AddressLine3</b>	On		On	On
100131	Address Line 4	<b>AddressLine4</b>	On		On	On
100132	Address Line 5	<b>AddressLine5</b>	On		On	On

100161	Contact Title	<b>Title</b>	<b>CONTACT INFO</b>	On	On	On
100162	Contact Last Name	<b>Surname</b>		On	On	On
100163	Contact First Name	<b>Forename</b>		On	On	On
100164	Contact Middle Name	<b>MiddleNames</b>		On	On	On
100167	Contact Responsibility to Pupil	<b>Responsibility</b>		On	On	On
100174	SAON	<b>SAON</b>		On	On	On
100180	PAON	<b>PAON</b>		On	On	On
100186	Street	<b>Street</b>		On	On	On
100187	Locality	<b>Locality</b>		On	On	On
100188	Town	<b>Town</b>		On	On	On
100189	Administrative Area	<b>AdministrativeArea</b>		On	On	On
100190	Post Town	<b>PostTown</b>		On	On	On
100192	Postcode	<b>PostCode</b>		On	On	On
100199	Address Line 1	<b>AddressLine1</b>		On	On	On
100200	Address Line 2	<b>AddressLine2</b>		On	On	On
100201	Address Line 3	<b>AddressLine3</b>		On	On	On
100202	Address Line 4	<b>AddressLine4</b>		On	On	On
100203	Address Line 5	<b>AddressLine5</b>		On	On	On
100204	International Address Line 1	<b>IntAddressLine1</b>		On	On	On
100205	International Address Line 2	<b>IntAddressLine2</b>		On	On	On
100206	International Address Line 3	<b>IntAddressLine3</b>		On	On	On
100207	International Address Line 4	<b>IntAddressLine4</b>		On	On	On
100208	International Address Line 5	<b>IntAddressLine5</b>		On	On	On
100210	International Post Code	<b>InternationalPostCode</b>		On	On	On
100218	Contact Telephone No	<b>PhoneNo</b>	On	On	On	
100324	Contact Telephone Type	<b>TelephoneType</b>	On	On	On	
100328	Contact Relationship to pupil/child	<b>ContactRelationship</b>	On	On	On	
100228	Possible Sessions	<b>SessionsPossible</b>	<b>ATTENDANCE</b>	x	x	B
100230	Sessions missed due to Authorised Absence	<b>SessionsAuthorised</b>		x	x	B
100231	Sessions missed due to Unauthorised Absence	<b>SessionsUnauthorised</b>		x	x	B
100232	Attendance codes	<b>AttendanceReason</b>		x	x	B
100233	Number of sessions missed	<b>AbsenceSessions</b>		x	x	B

100255	Qualification Accreditation Number	QAN	LEARNING AIMS	x	x	x
100256	Learning Aim Start Date	LearningStartDate		x	x	x
100257	Learning Aim Planned End Date	LearningPlannedEndDate		x	x	x
100258	Learning Aim Actual End Date	LearningActualEndDate		x	x	x
100259	Learning Aim Completion Status	LearningCompletionStatus		x	x	x
100337	Discount Code	DiscCode		x	x	x

### School Level

✓ – Required

x – Not required

Ref	Title	XML	MODULE	SPECIAL		
				Sp	Su	Au
200001	LA Number	LEA	CHARACTERISTICS	✓	✓	✓
200002	DfES Establishment Number	Estab		✓	✓	✓
200005	School Name	SchoolName		✓	✓	✓
200006	School Phase	Phase		x	x	x
200008	Type of School	SchoolType		✓	✓	✓
200011	Gender of Pupils (Entry to Sixth Form)	GenderSixthForm		✓	✓	✓
200010	Gender of Pupils (Entry to School)	GenderOfEntry		✓	✓	✓
200013	Maximum Year Group	HighestNCyear		✓	✓	✓
200012	Minimum Year Group	LowestNCyear		✓	✓	✓
200014	Intake Type	Intake		✓	✓	✓
200015	Governance	Governance		✓	✓	✓
200022	School Email Address	Email		✓	✓	✓
200118	School Telephone Number	PhoneNo		✓	✓	✓
200089	Sub-dwelling	SAON		✓	✓	✓
200090	Dwelling	PAON		✓	✓	✓
200091	Street	Street		✓	✓	✓
200092	Locality	Locality		✓	✓	✓
200093	Town	Town		✓	✓	✓
200094	Administrative Area	AdministrativeArea		✓	✓	✓
200095	Post Town	PostTown		✓	✓	✓
200096	Postcode	PostCode		✓	✓	✓
200101	Address Line 1	AddressLine1		✓	✓	✓
200102	Address Line 2	AddressLine2		✓	✓	✓
200103	Address Line 3	AddressLine3		✓	✓	✓
200104	Address Line 4	AddressLine4		✓	✓	✓
200105	Address Line 5	AddressLine5		✓	✓	✓

Ref	Title	XML	MODULE	SPECIAL		
				Sp	Su	Au
200030	Special School Organisation	Accommodation		✓	✓	✓
200031	Maximum Day Pupils	MaxDayPupils		✓	✓	✓
200032	Maximum Boarding Pupils	MaxBoarders		✓	✓	✓
200033	Minimum Age - Boys	MinMaleAge		✓	✓	✓
200034	Minimum Age - Girls	MinFemaleAge		✓	✓	✓
200036	Maximum Age - Boys	MaxMaleAge		✓	✓	✓
200035	Maximum Age - Girls	MaxFemaleAge		✓	✓	✓
200036	School SEN Type (as used in School Census)	SpecialSchoolType		✓	✓	✓
200139	Admissions appeals lodged	Lodged	ADMISSIONS APPEALS Infant Admissions Appeals also for Primary	x	x	x
200140	Admissions appeals withdrawn	Withdrawn		x	x	x
200141	Admissions appeals heard by Independent Admissions Committee	Heard		x	x	x
200142	Admissions appeals heard by Independent Admissions Committee - decided in parent's favour	Upheld		x	x	x
200143	Admissions appeals heard by Independent Admissions Committee - rejected	Rejected		x	x	x
200287	Category of Teachers	CensusTeacherCategory	TEACHING STAFF INFO	✓	x	x
200288	Gender of Teachers	Gender		✓	x	x
200360	Full Time Teachers	FullTime		✓	x	x
200361	Part Time Teachers	PartTime		✓	x	x
200362	Teacher Part Time Hours	PartTimeHours		✓	x	x
200364	Full Time Non-teaching Staff	FullTime	SUPPORT STAFF INFO	✓	x	x
200365	Part Time Non-teaching Staff	PartTime		✓	x	x
200366	Category of Non-teaching staff	SupportCategory		✓	x	x
200367	Number of Non-Teachers	HeadCount		✓	x	x
200368	Directed Hours of Non-Teachers	Hours		✓	x	x
200169	Part-Time pupils not at school	PartTimeNotIn	RECONCILIATION	x	x	x
200170	Private Study pupils	PrivateStudy		x	x	x
200171	Pupils at Another School	AtOtherSchool		x	x	x
200172	Pupils on Work Experience	WorkExperience		x	x	x

Ref	Title	XML	MODULE	SPECIAL		
				Sp	Su	Au
200173	Pupils at FE Colleges	FEcollege	MODULE	x	x	x
200478	Teachers not teaching	NotTeaching		x	x	x
200479	Teachers at Other Schools	AtOtherSchool		x	x	x
200196	Part-Time Teachers not at School	PTout		x	x	x
200197	Teachers from Other schools	FromOtherSchool		x	x	x
200185	Class Reference Name	ClassName		x	x	x
200190	No of Teachers in the Class	Teachers	CLASS INFO	x	x	x
200191	No of Adult Non-Teachers in the Class	NonTeachers		x	x	x
200560	Class Year group	YearGroup		x	x	x
200552	Class Type	ClassType		x	x	x
200562	Class KeyStage	KeyStage		x	x	x
200195	Class Activity	ASCactivity		x	x	x
200201	No of Pupils from the host school in the class	HomePupils		x	x	x
200202	No of Pupils from other schools in the class	GuestPupils		x	x	x
200147	Free School Meals Taken	FreeMealsTaken	MISC	✓	x	x
200058	Provision of Extended services	ExtendedService		✓	x	x
200059	Extended services core offer places	ChildcarePlaces		✓	x	x
200561	Extended services nursery-age childcare places	ChildcareNurseryPlaces		✓	x	x
200289	Number of computers	Computers	ICT	✓	x	x
200290	Number of whiteboards	Whiteboards		✓	x	x
200291	Number of teachers with access to ICT	TeacherICTaccess		✓	x	x

## 4 PUPIL LEVEL

### 4.1 Survey Reference Date

The survey reference date must be 2010-01-21 (Spring Census), 2010-05-20 (Summer Census), 2010-10-07 (Autumn Census). This should be generated by your MIS, but you will be able to edit the date where there are unusual circumstances (as described in section 2.1).

### 4.2 Pupil Identifiers module

All data items in this module should be maintained on an event driven basis. This module will be collected in all three Censuses for all pupils on roll on the relevant Census day. All the data items will be collected for any additional pupils who are no longer on roll but for whom the attendance and exclusions modules are collected.

#### 4.2.1 Unique Pupil Number (UPN)

This is generated by your MIS or transferred to you from another school in a CTF file and you are not expected to calculate it manually. The UPN must be 13 characters in the format Annnnnnnnnnn or AnnnnnnnnnnA (for a temporary UPN) where A is a character and n is numeric. UPNs are generally produced automatically using routines programmed into the MIS software when a pupil first enters the maintained schools' sector in England or Wales. Temporary UPNs may only be issued as an interim measure until the permanent UPN is obtained. For further information see: [www.teachernet.gov.uk/management/tools/ims/upn](http://www.teachernet.gov.uk/management/tools/ims/upn).

#### 4.2.2 Pupil's Former UPN

This is where the pupil has held another UPN whilst at your school (e.g. where a temporary UPN was allocated when the pupil was first admitted to the school, but subsequently replaced by the permanent UPN being retrieved from a previous school). **Please note that adopted pupils should have new UPNs and no link to their former UPNs.**

#### 4.2.3 Pupil Surname

Full legal surname, as the school believes it to be (schools are not necessarily expected to have verified this from a birth certificate or other legal document).

#### 4.2.4 Pupil Forename

In full, not shortened or familiar versions.

#### 4.2.5 Pupil Middle Names

In full, not shortened or familiar versions. If pupil has no middle name(s) then this field must be left blank

#### 4.2.6 Pupil Date of Birth

Date of birth of pupil in the format CCYY-MM-DD

#### 4.2.7 Pupil Gender

Gender of pupil in the format M (Male) or F (Female) (See codeset in Section 6)

#### 4.2.8 Pupil Former Surname

This should only be completed if a former surname is already known to the school; otherwise this field should be left blank. Schools need not and should not take any special steps to establish the existence of former surnames of which they are not already aware. If the pupil has more than one former surname, record the most recently used.

#### 4.2.9 Pupil Preferred Surname

The surname most commonly used in the school. In full, not shortened or familiar versions.

#### 4.2.10 Unique Learner Number

Unique Learner Numbers (ULNs) are issued by MIAP, who maintain a ULN record for each pupil containing basic identification data such as name, address and school. A ULN will be assigned to every person in publicly funded learning over the age of 13, and will remain with the individual for their lifetime. Schools delivering 14-19 diplomas will have to hold the ULN in their systems to enable constituent qualification results to be brought together and aggregated to produce a Diploma award and grade.

Once issued, ULNs can be sent to Schools and held on their MIS systems using one or more of the following three methods:

- Use of the 'Key to Success' website
- Use of MIAP Release 3 functions
  - individual search for ULNs via the MIAP portal,
  - batch submission of requests via the MIAP portal or;
  - system to system interfaces via API
- Use of a new DCSF ULN service (CTF file upload via a new web page on the S2S website) due to go live in December 2009.

All these options will be available for disseminating data to schools.

The MI suppliers' School Census extract routine will then pick up the necessary data.

By collecting ULN information in School Census, it can match with data on the National Pupil Database and on Key to Success to ensure that the delivery of the educational elements of 14-19 Diplomas are properly recorded.

The basic identification data in each MIAP ULN record will need to be kept up to date as it changes. Several methods are being put in place to do this. More information will be available as we launch the new DCSF ULN service later this year

### **4.3 Pupil Characteristics module**

All data items in this module should be maintained on an event driven basis or collected/updated via the school's normal data checking procedures.

### 4.3.1 Ethnicity

All pupils aged 5 and over as at the previous 31 August should have an ethnic category assigned to them or if the information has not yet been collected 'Not obtained' or if the parent or pupil has refused to give the information 'Refused' should be assigned.

The codeset reflects categories used in the 2001 National Population Census, with additional categories for Travellers of Irish heritage, pupils of Gypsy/Roma heritage and Sri Lankan Other. If the National Population Census categories do not meet the needs of local monitoring, LAs may use the DCSF approved list of extended categories. Your LA will have decided which of the ethnic codes to use and these codes should be reflected in your MIS.

### 4.3.2 Source of Pupil Ethnicity

This describes the source of the ethnic code (see Ethnicity Code Set in Section 6) information obtained e.g. parents, school, pupil. It must be completed for all pupils aged 5 and over as at the previous 31 August. In order to meet Data Protection requirements, it is essential that information provided by parents or pupils can be distinguished from information ascribed by the school. Further guidance can be found at [www.standards.DCSF.gov.uk/ethnicminorities/](http://www.standards.DCSF.gov.uk/ethnicminorities/)

### 4.3.3 Pupil Free School Meal Eligibility

Pupils should be recorded as eligible ('true') **ONLY** if a **claim** for free school meals has been made by them or on their behalf by **their** parents **and** either

- the relevant LA has confirmed their eligibility and a free school meal is currently being provided for them, or
- the school or the LA have seen the necessary documentation (eg, a TC602 Tax Credit Award Notice) that supports their eligibility, and the administration of the free meal is to follow as a matter of process.

Conversely, if pupils are in receipt of a free meal but there is confirmation that they are no longer eligible and entitlement will be revoked, 'false' should be applied.

Children whose parents are in receipt of the following are entitled to receive free school meals:

<http://www.teachernet.gov.uk/educationoverview/briefing/freemealsandtrips/>

At the time of publication of **this** guidance:

- Income Support (IS)
- Income Based Job Seekers Allowance (IBJSA)
- support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by Her Majesty's Revenue and Customs) that as of **6 April 2009** does not exceed **£16,040**.
- Guarantee element of State Pension Credit.

Children who receive IS or IBJSA in their own right are also entitled to receive free school meals.

**It should be noted that it will not be necessary for individual schools/LAs to calculate a family's annual taxable income. The Inland Revenue will perform this income calculation and it is this figure that should be used to determine free school meal entitlement.**

Each time a tax credit award is calculated, the Inland Revenue will automatically issue a **Tax Credit Award Notice (TC602)** to the applicant. The award notice will set out the annual income and key family details. This notice includes details of all the information that is required to assess a child's free school meal eligibility (under the 'tax credit' category) therefore we strongly suggest that this document is used to make that assessment.

Similarly, we strongly suggest that the Pension Credit Award Notice, issued automatically by The Pension Service to all those in receipt of Pension Credits, is used to assess a child's free school meal eligibility under the 'Guarantee State Pension Credit' category.

A couple of LAs are piloting Free School Meal eligibility for all pupils. In those areas, the collection and return of FSM eligibility is still required, and it should be recorded as 'true'/'false' dependent on what the pupil's eligibility would be, were the same rules in place as in the non-pilot areas.

#### 4.3.4 Connexions Agreement

This field should be completed for all pupils who are aged 12 and above (as at 31 August 2009 in Spring and Summer Census) and who are aged 12 and above (as at 31 August 2010 in Autumn Census). If it is not completed the system will default to 'unsought'. The Census mechanism is used to transfer this data item from schools to their LA who can then pass on the data to the Connexions Service. This data item is not used by the DCSF. (See codeset in Section 6)

There is a legal requirement under the Learning & Skills Act 2000 to pass information on request to the Connexions Service for pupils in or approaching the Connexions age range. The information which schools are required to provide consists of:

- a) the names and addresses of pupils and their parents – which must be provided to the Connexions Service in any event;
- b) other information relevant to the provision of Connexions Services – in this case parents (or pupils themselves if aged 16 or over) have the right to instruct the school not to provide information to the Connexions Service.

The provision under (b) is for an opt-out. Until and unless the parent or pupil gives an instruction, the school remains under a statutory duty to provide information to the Connexions Service on request. **Privacy Notices (PNs, previously called Fair Processing Notices)** need to be issued to parents advising them of their (or their child's) right to instruct the school not to provide information beyond name and address. If the following values are recorded: No or UNS (Unsought) then information beyond name and address cannot be shared with the Connexions Service. A model **PN has been** made available for issue by LAs and schools.

Further information on Connexions can be found at [www.connexions.gov.uk](http://www.connexions.gov.uk).

#### 4.3.5 In Care Indicator

Indicates whether a pupil is in the care of the LA, this does not include children looked after for short breaks (for respite care). This indicator may be system generated from recording the date that a period in care started for a child on your MIS. The indicator is collected in the Spring Census for all pupils on roll on Census day and for excluded pupils in all three terms.

Schools should be informed about all children who are in care and use the In Care Indicator to record this. Those responsible for completing this return should liaise with the school's designated teacher for looked after children. The designated teacher should receive a Personal Education Plan (PEP) for each child who is in care (**a PEP is a statutory requirement**). In addition, the school can check with the LA's 'Looked After Children Team'.

Under the Children's Act 1989, a child is looked after by an LA if he or she is in their care or

is provided with accommodation for more than 24 hours by the LA. They fall into four main groups:

- children who are accommodated under a voluntary agreement with their parents (Section 20)
- children who are the subject of a care order (Section 31) or interim care order (Section 38)
- children who are the subject of emergency orders for the protection of the child (Section 44 and 46)
- children who are compulsorily accommodated. This includes children remanded to the LA or subject to a criminal justice supervision order with a residence requirement (Section 21).

In all cases Social Services would be involved.

In Care indicator at the time of any exclusion will be collected together with exclusion information in all three Censuses.

#### 4.3.6 In Care - Caring Authority Code

Code of the 'originating' LA, where the child was originally placed in public care and which looks after the child for the purposes of the Children Act 1989. All LA codes can be found in the LA look-up table (LEA List) at <http://www.teachernet.gov.uk/management/ims/datamanagement/cbds/CBDSspecs/>. (Valid LA codes exclude pre-LGR codes included in this look up table.)

This field is collected in the Spring Census only; for all pupils on roll on Census day and must be completed with a valid LA code (or XXX if the originating LA is not known) if either 'In Care Indicator' or 'In Care while at current school indicator' is 'true'

#### 4.3.7 In Care while at current school indicator

Used to indicate if a pupil has ever been in care while at this school. The indicator is collected in the Spring Census only, for all pupils on roll on Census day.

#### 4.3.8 Language Code

A first language other than English should be recorded where a child was exposed to the language during early development and continues to be exposed to this language in the home or in the community. See Language codeset in Section 6

*If a child was exposed to more than one language (which may include English) during early development the language other than English should be recorded, irrespective of the child's proficiency in English. In the case of an older pupil who is no longer exposed to the first language in the home, and who now uses only another language, the school should consult with the pupil or parent to determine which language should be recorded.*

Where a pupil's first language is not English, schools may record specific languages from the extended language codeset or continue to use codes from the short codeset used in PLASC 2006. ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are appropriate where a pupil's first language is not known with absolute certainty because the parents have not responded to enquiries, but the school can judge with a high degree of confidence whether it is English or not. An LA may specify that schools within the LA should use a particular subset of language codes but it is for the school to decide whether or not to record specific languages. Further guidance can be found at <http://www.standards.DCSF.gov.uk/ethnicminorities>

This is a compulsory field for all pupils aged 5 and over as at the previous 31 August.

#### 4.3.9 Usual Mode of Travel

Usual mode of travel to school should be recorded for all pupils in schools with an approved Travel Plan. Where a pupil uses more than one mode of travel for each journey to school, the longest element of the journey by distance should be recorded. For example a pupil who travels 5 miles by car and then walks the last mile to school, the pupil's usual mode of travel should be recorded as Car/Van. Car share covers both informal car share arrangements and formal car share schemes. (See Mode of Travel codeset in Section 6)

If a pupil uses different modes of travel throughout the week and the most frequently used weekly mode cannot be determined, then the most commonly used mode throughout the academic year must be recorded.

Pupils whose usual mode of travel is by scooter, skateboard or roller skates/blades should record their usual mode of travel as Walking.

Boarding pupils should record their usual mode of travel as Boarder - not applicable.

For schools which do not have an approved Travel Plan, the recording of pupil's usual mode of travel is optional. **While it is anticipated that all schools will have a Travel Plan by 2010, this target will not have been hit by January, when this information is collected in School Census.** LAs will be using School Census for reporting progress against local targets (eg in Local Transport Plans) rather than carrying out separate surveys.

Census validation will check whether or not a school reports any pupils' usual mode of travel and will result in a query message where none is found. This query message can safely be ignored by schools who have not recorded pupils' usual mode of travel because they do not currently have a Travel Plan.

We suggest that this information be collected from children (or parents) in the Autumn, as this will limit the burden for schools at Census time. Perhaps the item could be on schools' data checking sheets or collected during registration. The Department for Transport is aware that a child's usual mode of travel might be seasonal and could be different on different days of the week, but it is hoped that an Autumn collection of pupils' *usual* mode of travel might balance out any bias.

This item will be collected in the Spring Census only for all pupils on roll on Census day.

#### 4.3.10 Service Children in Education Indicator

Indicates if a child has a parent or parents who are Service personnel, serving in regular HM Forces military units of all forces and exercising parental care and responsibility. The information will be of use to help identify both the impact that being a Service child has on their education and the impact that catering for large numbers of Service children has on the school. Please note, however, that data on individual pupils is not being shared with the MoD.

This is only relevant to children whose parents are designated as Personnel Category 1 or 2 which are shown on the MoD website, however all parents will be aware of their Personnel Category

<http://www.mod.uk/DefenceInternet/AboutDefence/CorporatePublications/PersonnelPublications/Welfare/PersonalStatusCategoryDefinitions.htm>

Valid codes are 'Yes', 'No' and 'Refused' with an additional code of 'Unknown' to be held by the school to indicate no response given or other reason for no information. This field is collected in the Spring Census only, for all pupils on roll on Census day. This field has been default filled with "No" to reduce the burden on schools so that it will only be necessary to change the entry for those Children who are from Service families.

#### 4.3.11 Source of Service Children in Education Indicator

This describes the source of the Service child indicator obtained e.g. parents or school. The Ministry of Defence have concerns about the "obtained from pupil" source option because, in 2008, some schools chose to use a "show of hands" as a method of obtaining this information and this has caused concerns in the Service community. This led to sensitivities about personal safety. However, it is accepted that children over 12 are able to provide their own information and therefore the "obtained from pupil" option should remain. Schools are asked, therefore, that pupils should only ever be asked to identify themselves as being service children in a controlled environment, such as a one-to-one situation.

It must be completed for all pupils. In order to meet data protection requirements, it is essential that information provided by parents or pupils can be distinguished from information ascribed by the school. This field is collected in the Spring Census only, for all pupils on roll on Census day.

This field has been default filled with "Ascribed by current school" to reduce the burden on schools so that it will only be necessary to change the entry for those children who are from Service families.

#### 4.3.12 Hours at Setting

This is a new item for School Census 2010, in place of the earlier item on Funded Hours, and will be collected in each term. It is being introduced because it is important to align the counting of hours, already used in the private/ voluntary/ independent nursery provision sector, in order that the Dedicated Schools Grant is properly allocated. In particular, it removes a barrier that prevents LAs from enabling parents to access free provision in more than one setting.

The validation of the data on the number of hours of nursery education in maintained settings is being extended, to allow up to 25 attended hours to be input. The relevant figure is the number of hours in the Census week, and validation will be to the nearest half-hour, i.e:

12 Hours 10 minutes = 12.0 hours

12 hours 20 minutes = 12.5 hours

This will allow the Department to monitor the hours attended at maintained settings on the same basis as private/voluntary/independent provision. It also enables LAs to implement an accurate Single Formula for all those children who are eligible for the Free Entitlement, by providing them with accurate information on the actual levels of provision that each child undertakes.

For dually registered pupils only record the actual hours attending each school.

Schools should exclude extended schools services, for which the parent pays or the LA pays additional costs e.g. Breakfast Club.

## 4.4 Pupil Status module

All data items in this module should be maintained on an event driven basis. This module will be collected in all three Censuses for all pupils on roll on Census day and Pupil Date of Entry, Pupil Date of Leaving and Pupil Part-time Indicator will be collected for any additional pupils who are no longer on roll but for whom the attendance and exclusions modules are collected.

Please refer to section 1.5.4 and the information about Guest pupils – Pupils recorded as “guest” should not be included in the Census return.

### 4.4.1 Pupil Enrolment Status

Indicates the enrolment status of a pupil using one of the registration codes supplied in the codeset. Ensures that pupils are not double counted for funding purposes. The MIS will automatically default the value of this field to C for Current. (See codeset in Section 6)

**Please ensure that dually registered and guest pupils are recorded correctly.**

### 4.4.2 Pupil Date of entry

Date of entry to current school.

#### **Please Note**

Those pupils who are transferring from Nursery to Reception in the same school do NOT need new entry dates.

Pupils entering year 12 and above from the same school should NOT be removed from the admissions register and should NOT be provided with a new entry date.

New schools which had a predecessor school i.e. a maintained secondary which becomes an Academy must provide all pupils with a new entry date. All historical data retained i.e. exclusions and attendance data from the predecessor school must NOT be included in the return.

### 4.4.3 Pupil Date of leaving

Date pupil left current school. The completion of this field will enable identification of pupils who are no longer on the school’s roll.

### 4.4.4 Pupil Part-time Indicator

Indicates whether a pupil is part-time or not. The MIS will automatically default the value of this field to false as the majority of pupils will not be part-time.

Part-time attendance is allowable for all ages. Part-time attendance is anything less than 10 sessions per week, and refers to part-time in education NOT part-time at one or more establishments, i.e. three full days in one school and two full days in another school should not be classified by either school as part-time.

For a pupil who is on a part-time timetable, for whatever reason, the school is authorising absence for the time the pupil is not timetabled to be present. For further guidance please see the school attendance website

[www.dcsf.gov.uk/schoolattendance/otherinitiatives/absence.cfm](http://www.dcsf.gov.uk/schoolattendance/otherinitiatives/absence.cfm).

### 4.4.5 Pupil Boarder Indicator

Indicates whether a pupil is a boarder or not. The MIS will automatically default the value of this field to N, not a boarder. (See Pupil Boarder codeset in Section 6)

#### 4.4.6 Pupil's Actual National Curriculum Year Group

The year group in which the pupil is taught for the majority of their time, regardless of their chronological age. (See Pupil NC Year Group codeset in Section 6)

### **4.5 Special Educational Needs module**

All data items in this module should be maintained on an event driven basis. SEN provision will be collected in all three Censuses for all pupils on roll on the relevant Census day. All other data items will only be available on schools' MIS for those pupils with Pupil SEN Provision equal to P (School Action Plus or Early Years Action Plus) or S (Statement) and will only be collected in the Spring Census.

#### 4.5.1 Pupil SEN Provision

Valid provision types under the SEN Code of Practice. For further details, see <http://www.teachernet.gov.uk/wholeschool/sen/teacherlearningassistant/>.

It is anticipated that a history of provision should be recorded within a school's MIS.

This data item will be collected in all three Censuses for all pupils on roll on Census day. SEN Provision at the time of any exclusion will also be collected in all three Censuses. (See codeset in Section 6)

#### 4.5.2 Pupil SEN Type ranking

This indicates the rank order of a pupil's special educational need, recorded in Pupil SEN type **code**. The most significant, or primary need, should be ranked 1, the secondary 2.

This data item will be collected in the Spring Census only for all pupils on roll on Census day with an SEN Provision of P (*School Action Plus* or *Early Years Action Plus*) or S (*Statement*).

#### 4.5.3 Pupil SEN type code

This field records the nature of a pupil's special educational need. The primary need and, if appropriate, their secondary need should be recorded. Guidance on data collection by type of special educational need is available at:

[www.teachernet.gov.uk/wholeschool/sen/datatypes/](http://www.teachernet.gov.uk/wholeschool/sen/datatypes/).

This data item will be collected in the Spring Census only for all pupils on roll on Census day with an SEN Provision of P (*School Action Plus* or *Early Years Action Plus*) or S (*Statement*) (See codeset in Section 6)

### **4.6 Exclusions module**

The whole module will be collected in all three Censuses for all types of exclusions that occurred two terms previous to that in which the Census falls, i.e. exclusion data relating to the Autumn term will be collected in the following Summer Census, that relating to the Spring term in the following Autumn Census and that relating to the Summer term in the following Spring Census.

Where known, the following **should not be included**:

- a) permanent exclusions overturned by the governors where the pupil has been reinstated;
- b) permanent exclusions overturned by an independent appeal panel where the pupil has been reinstated;

- c) permanent exclusions overturned by an independent appeal panel where, because of exceptional circumstances or other reasons, it was not practical to give a direction requiring reinstatement, although it otherwise would have been appropriate to give such a direction.

To satisfy conditions (b) and (c) above, exclusions with Exclusion Appeal Result equal to R (Reinstatement) or O (Reinstatement would be appropriate but not in the best interests of the child given other circumstances) will be filtered out by the extract routine. **Schools must therefore ensure that Exclusion Appeal Result is maintained on an event driven basis so that these exclusions can automatically be filtered out when data are extracted for the Census.**

- Exclusion extract routines

Spring Census	all those exclusions with Start Dates between 13/4/2009 (Easter Monday) and 31/8/2009
Summer Census	all those exclusions with Start Dates between 1/9/2009 and 31/12/2009
Autumn Census	All those exclusions with Start Dates between 1/1/2010 and 4/4/2010 (Easter Sunday).

Whilst these dates do not represent real term dates, they will ensure that the vast majority of exclusions for the Autumn (terms 1 and 2 for schools with 6 terms) and Spring (terms 3 and 4 for schools with 6 terms) Terms are picked up for the majority of schools.

If schools do not use a module in their MIS which records exclusions the data items will need to be manually calculated for each pupil and manually added to the Census return.

#### 4.6.1 Exclusion Category

For each exclusion, this indicates the type of exclusion: fixed period, lunchtime or permanent. (See codeset in Section 6)

#### 4.6.2 Exclusion Reason

For each exclusion, the reason for the exclusion. Some MIS allow schools to enter more than one reason for any exclusion, so schools can record a main reason as well as secondary reasons for any exclusion on their MIS, but for the Census only the main reason will be collected. The list below provides descriptors of reasons for exclusions and the main reason for exclusion should be collected for each exclusion. The categories should cover the main reasons for exclusions and the "other" category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick list for exclusions.

**Physical assault against pupil** Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

**Physical assault against adult** Includes:

- violent behaviour
- wounding
- obstruction and jostling

**Verbal abuse / threatening behaviour against pupil** Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

**Verbal abuse / threatening behaviour against adult** Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

**Bullying** Includes:

- verbal
- physical
- homophobic bullying

**Racist abuse** Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

**Sexual misconduct** Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

**Drug and alcohol related** Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

**Damage** Includes damage to school or personal property belonging to any member of the school community:

- vandalism
- arson
- graffiti

**Theft** Includes:

- stealing school property
- stealing personal property (pupil or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

**Persistent disruptive behaviour** Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

**Other** Includes incidents which are not covered by the categories above but this category should be used sparingly

#### 4.6.3 Exclusion Start Date

The exclusion start date should reflect the date the exclusion starts, i.e. the date that the pupil was asked to leave the school by the head teacher. By not collecting the data until two terms after that in which the exclusion started, it is anticipated that all appeals procedures would have been completed by the time the data are collected and so only exclusions which have been upheld will be included in a return.

#### 4.6.4 Actual number of sessions excluded from

For each fixed period and lunchtime exclusion, the actual number of sessions for which the exclusion is in effect. For fixed period exclusions, each full school day counts as two sessions: a half school day counts as one session. For lunchtime exclusions, each lunchtime for which the exclusion applies counts as one session. Although information about reinstated exclusions are not being collected in the School Census, schools may wish to record the number of sessions for which the child was excluded before being reinstated and for this the actual, not the planned number of sessions should be recorded.

This data item will be collected for fixed period and lunchtime exclusions that occurred two terms previously.

As noted in the guidance for Pupil Identifiers, Pupil Characteristics and SEN modules, all items in the Pupil Identifiers module (except Preferred Surname) will be collected for pupils no longer on roll but for whom the exclusions module is collected and In Care Indicator and SEN provision at the time of any exclusion will also be collected in all three Censuses.

### **4.7 Home Information module**

All data items should be maintained on an event driven basis. These data items will be collected only for a pupil's current address, i.e. addresses for which 'Pupil Address Type' = 'C' (current).

Schools are able to provide the Department with their addresses in whichever format their data is currently held within their MIS, either SAON, PAON etc, Post Town and Postcode (BS7666 Address), or Address Line 1-5, Postcode (UK Postal Address). (Schools should not worry if these field names do not mean anything to them; no change is needed to the way in which address information is currently held within their MIS to complete the Census returns.)

The expectation is that schools will be able to provide a valid home address for the great majority of their pupils (including boarding pupils). Boarding pupils from abroad should be recorded with their "home" address as the address where they reside during term time, which may be the school's address. (If a second address is an overseas address, validation errors on the postcode can be ignored.) Where a child has multiple addresses (ie where the child lives with both parents at different stages of the week) both addresses should be supplied.

Whilst every effort must be made to obtain these pupil details, the Department understands that in extreme circumstances this is not always possible. In such extreme cases these fields can be left blank or a partial address can be supplied and the validation errors ignored.

#### 4.7.1 SAON

Flat, apartment name or number or other sub-division of a dwelling.

#### 4.7.2 PAON

Dwelling name and/or number.

#### 4.7.3 Street

Street name or street description. (Validation will result in a query where there is a dwelling name/number but no street. If the address legitimately has no street, the query can be ignored.)

#### 4.7.4 Locality

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town

#### 4.7.5 Town

The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district.

#### 4.7.6 Administrative Area

Geographic area that may be the highest level local administrative area eg county or unitary authority

#### 4.7.7 Post Town

The Post Office usually assigns these based on Sorting Office.

#### 4.7.8 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

**Or**

#### 4.7.9 Address Line 1

First line of address.

#### 4.7.10 Address Line 2

Second line of address.

#### 4.7.11 Address Line 3

Third line of address.

#### 4.7.12 Address Line 4

Fourth line of address.

#### 4.7.13 Address Line 5

Fifth line of address.

#### 4.7.14 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

### **4.8 Contact Information**

Schools are required to supply this information for ContactPoint, under Section 12 of the Children Act 2004: the Census mechanism offers a minimal-burden collection method for these items.

Census will collect whatever data schools already store in their MI systems. We understand that some schools may have been entering parents with a single address and contact details as 'Other Family Member'. In such circumstances, which are not covered by the Children Act regulations, 'Mother' or 'Father' should be entered, as appropriate.

"Parent" as a term is defined as follows (From the Department's 'Guidance on Education Related Parenting Contracts, Parenting Orders and Penalty Notices' produced in September 2005):

#### *The definition of parent*

"All natural parents, whether they are married or not; any person who, although not a natural parent, has parental responsibility (as defined in the Children Act 1989) for a child or young person; and any person who, although not a natural parent, has care of a child or young person. Having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law."

Further information about ContactPoint can be found at:

<http://www.everychildmatters.gov.uk/deliveringservices/contactpoint/>

It may be that there are multiple entries for each child, for example where parents are separated, and many schools will hold a number of telephone numbers for parents – home, work, mobile, etc. ContactPoint will collect any information held in the following categories.

#### 4.8.1 Contact title

This is a free text field but if any of Mr, Mrs, Miss, Ms, Rev, Fr, Dr, Prof, Hon, Sir, Lord, Lady should be typed as shown, otherwise it is free text.

#### 4.8.2 Contact Last Name

The surname of the parent or carer in full.

#### 4.8.3 Contact First Name

The first name of the parent or carer in full (if known)

#### 4.8.4 Contact Middle Name

The middle name of the parent or carer in full (if known)

### **Address options:-**

#### 4.8.5 SAON

Flat, apartment name or number or other sub-division of a dwelling.

#### 4.8.6 PAON

Dwelling name and/or number.

#### 4.8.7 Street

Street name or street description

#### 4.8.8 Locality

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town

#### 4.8.9 Town

The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district.

#### 4.8.10 Administrative Area

Geographic area that may be the highest level local administrative area eg county or unitary authority

#### 4.8.11 Post Town

The Post Office usually assigns these based on Sorting Office.

#### 4.8.12 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

**Or**

#### 4.8.13 Address Line 1

First line of address.

#### 4.8.14 Address Line 2

Second line of address.

#### 4.8.15 Address Line 3

Third line of address.

#### 4.8.16 Address Line 4

Fourth line of address.

#### 4.8.17 Address Line 5

Fifth line of address.

#### 4.8.18 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

**Or**

#### 4.8.19 International Address Line 1

First line of address.

#### 4.8.20 International Address Line 2

Second line of address.

#### 4.8.21 International Address Line 3

Third line of address.

#### 4.8.22 International Address Line 4

Fourth line of address.

#### 4.8.23 International Address Line 5

Fifth line of address.

#### 4.8.24 International Post Code

Any alpha numeric code depending on the location.

#### 4.8.25 Contact telephone type;

This can include H (Home), A (Alternate Home), M (Mobile), W (Work) or F (Fax), D (Minicom)

#### 4.8.26 Contact telephone number

Any number that has been recorded for the contact. ContactPoint will find it most helpful if the relevant local code is provided but they understand that schools are not to carry out extra work in adding in these codes merely to provide additional information via the Census.

#### 4.8.27 Contact Responsibility to Pupil;

This will either be 1/0 or true/false. We will collect information about any person who although not a parent, has parental responsibility as defined in the Guidance on Schools.

#### 4.8.28 Contact Relationship to pupil/child

Although schools have a wider list of potential *relationships*, for ContactPoint purposes, we will only collect:-

FOF	Foster Father
FOM	Foster Mother
PAF	Father
PAM	Mother
STF	Step Father
STM	Step Mother

In addition to the above the following contact relationships will also be collected only if the contact responsibility is set to 'True'

CAR	Carer
CHM	Childminder
DOC	Doctor
FAM	Other Family Member
HTC	Head Teacher
OTH	Other Contact
REL	Other Relative
RLG	Religious/Spiritual Contact
SWR	Social Worker
TCH	Teacher

As mentioned above if schools use the FAM (Other Family Member) code to record a joint entry for parents, this information will not be collected for ContactPoint purposes.

#### 4.9 Attendance module

This module will be collected in the Autumn Census only, providing information for a pupil's attendance for the whole of the previous academic year (from first day of new academic year 09/10 to the 28 May 2010).

This module will only be collected for pupils of compulsory school age (pupils aged 5 before 1 September 2009 and aged 15 or younger on 31 August 2009).

- Annual Attendance for special schools

Autumn Census	start of the 2009 Autumn term to the Friday (28 <sup>th</sup> May) before the late-May Bank Holiday 2010 inclusive
---------------	--

This module will not be collected for any pupils who are boarders, i.e. Pupil Boarder indicator does not equal N.

The data required for each pupil will be the aggregate number of possible attendance sessions and the actual number of absences by reason for absence.

For schools that use the electronic registration module on their MIS, the Census will extract relevant data for each pupil for each term. Schools which use an electronic registration system that is not integrated with their main MIS (or record attendances in paper registers) will need to extract the relevant data for each pupil included in the Census, according to the dates for the previous term, and manually add this data to the Census return. In this case absence reporting by reason is not required and schools should report on the number of authorised and unauthorised absences for each pupil. Schools should seek advice from the supplier of their main MIS on how to manually add data for the Census return. Please note that for the Summer term, attendance information is only required up until the Friday before the late May Bank Holiday, rather than the full term.

##### 4.9.1 Possible Sessions

Possible sessions during the term. There are 2 sessions for each school day (morning and afternoon).

Schools which use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, should manually calculate and add to their Census return:

##### 4.9.2 Sessions missed due to Authorised Absence

Authorised absence is absence which has been authorised by a teacher or other authorised representative of the school. Absence can be authorised retrospectively if the teacher or other authorised representative of the school subsequently 'accepts' a reason for the absence provided by a parent.

### 4.9.3 Sessions missed due to Unauthorised Absence

Unauthorised absence is absence without leave from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences. Schools which use electronic registration systems integrated with their main MIS:

### 4.9.4 Pupil Attendance Codes

Valid reasons for absence codes. The use of fixed codes is to assist in monitoring not only whether pupils are absent with or without the permission of the school, but also why pupils are absent from school. (See codeset in Section 6)

### 4.9.5 Number of sessions missed

The number of sessions missed for each specified reason for absence.

Schools which use electronic registration that is not integrated with their main MIS, or record attendances in paper registers, should manually calculate and add to their Census return.

## **5 SCHOOL LEVEL**

### **5.1 Survey Reference Date**

The survey reference date must be **2010-01-21** (Spring Census), **2010-05-20** (Summer Census), **2010-10-07** (Autumn Census). This should be automatically input by your MIS, but should be variable to allow for alternative dates where there are special circumstances (as described in section 2.1).

### **5.2 School Characteristics module**

All data items should be maintained on an event driven basis. This module will be collected in all three Censuses.

#### 5.2.1 LA Number

A three digit code that identifies a particular LA. The LA number represents the LA responsible for maintained education.

The LA numbers can be found at <http://www.teachernet.gov.uk/docbank/index.cfm?id=9617>

#### 5.2.2 DCSF Establishment Number

The DCSF Establishment number is a four digit reference number allocated to each school. You can check your DCSF Estab number by accessing <http://www.edubase.gov.uk>

#### 5.2.3 School Name

In full, including the word 'School' or 'College' if this is part of the school's full name.

#### 5.2.4 School Type

This code indicates which type of educational establishment the school is. (See codeset in Section 7)

#### 5.2.5 Gender of entry

This code indicates the gender of pupils catered for at the school. A school is defined as single sex if 90% of the pupils are one gender. (See codeset in Section 7)

#### 5.2.6 Gender of sixth form entry

For schools with a sixth form, this code indicates the gender of pupils catered for. A sixth form is defined as single sex if 90% of pupils between 16 and 18 are one gender. (See codeset in Section 7)

#### 5.2.7 Maximum Day Pupils

This is the maximum number of day pupils for whom the school is approved to make a provision.

#### 5.2.8 Maximum Boarding Pupils

This is the maximum number of boarding pupils for whom the school is approved to make a provision.

#### 5.2.9 Minimum Boys Age

This is the minimum age for which the school is approved to make a provision for boys.

#### 5.2.10 Minimum Girls Age

This is the minimum age for which the school is approved to make a provision for girls.

#### 5.2.11 Maximum Boys Age

This is the maximum age for which the school is approved to make a provision for boys.

#### 5.2.12 Maximum Girls Age

This is the maximum age for which the school is approved to make a provision for girls.

#### 5.2.13 Special School Provision Type

This is the type of special need for which the school is formally approved to make provision (See codeset in Section 7)

#### 5.2.14 Minimum Year Group

This is the lowest year group for which the school customarily makes provision. Exceptional pupils/ situations eg 'early entry' or 'held back' should not influence these values. (See codeset in Section 7)

#### 5.2.15 Maximum Year Group

This is the highest year group for which the school customarily makes provision. Exceptional pupils/ situations e.g. 'early entry' or 'held back' should not influence these values. (See codeset in Section 7)

#### 5.2.16 Intake Type

This code denotes the policy for admitting pupils to the establishment and is decided by the school in conjunction with the LA.

If the school has no specific criteria for offering a place then COMP should be recorded. This means comprehensive in the sense 'of broad scope', which includes pupils being in a certain catchment distance area from the school. If a school has more than one criterion for offering a place, e.g. it is a catholic grammar school, only one intake type can be recorded; the main one. If both are equally weighted, then the school must decide on one.

#### 5.2.17 Governance

This code specifies the governance of the school as indicated on a school's Instrument of Government.

#### 5.2.18 School Email Address

The e-mail address for official communications must be present and include the character @. The email address provided must be for an account that is used on a regular basis and one that is accessible to the Head teacher, e.g. 'head@' or 'office@'. It would not normally be one that identifies a particular individual by name. This email address may be used for future DCSF correspondence.

### 5.2.19 School Telephone Number

This should be the main school telephone number which is used for official purposes – please ensure the number is recorded including the area code.

Schools are able to provide the Department with their addresses in whichever format their data is currently held within their MIS, either, SAON, PAON, Street, Locality, Town, Administrative Area (BS7666 Address), or Address Line 1, Address Line 2, Address Line 3, Address Line 4 and Address Line 5 (UK Postal Address). (Schools should not worry if these field names do not mean anything to them; no change is needed to the way in which address information is currently held within their MIS to complete the Census returns.)

#### **Address Options:-**

##### 5.2.20 SAON

Flat, apartment name or number or other sub-division of a dwelling.

##### 5.2.21 PAON

Dwelling name and/or number.

##### 5.2.22 Street

Street name or street description.

##### 5.2.23 Locality

The locality name refers to a neighbourhood, suburb, district, village, estate, settlement, or parish that may form part of a town, or stand in its own right within the context of an administrative area. Where an industrial estate contains streets it is defined as a locality in its own right.

##### 5.2.24 Post Town

The Post Office usually assigns these based on Sorting Office.

##### 5.2.25 Town

The town name refers to a city or town that is not an administrative area, a suburb of an administrative area that does not form part of another town or a London district.

##### 5.2.26 Administrative Area

The administrative area is a geographic area that may be the highest level local administrative area, which may be a county or a unitary LA

##### 5.2.27 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

**Or**

##### 5.2.28 Address Line 1

First Line of Address

##### 5.2.29 Address Line 2

Second Line of Address

### 5.2.30 Address Line 3

Third Line of Address

### 5.2.31 Address Line 4

Fourth Line of Address

### 5.2.32 Address Line 5

Fifth Line of Address

### 5.2.33 Postcode

The code allocated by the Post Office to identify a group of postal delivery points.

## **5.3 School Staffing module**

The information required may be held in the personnel module of your MIS or it may be held elsewhere.

This module will be collected in the Spring Census only and is split for ease of presentation into Teachers and Education Support Staff.

### 5.3.1 Teachers

**Include all teachers who normally work at the school (during the school day, not including teachers working in extended school services), including all outreach and peripatetic teachers. The source of funding is immaterial for the purposes of the School Census return and teachers funded from any source should be included: the fact that the teacher normally works at the school is the crucial factor.**

Information is required for the following groups of teachers:

- a) the total number of teachers normally employed at the school as at the Spring Census week (week beginning 18<sup>th</sup> January 2010) unless unusual arrangements occur in that week, in which case the normal situation should be recorded,
- b) as a subset of a) teachers normally employed who are teachers of minority ethnic pupils.

The information required for each of these groups is set out in a series of diagrams below (Section 5.4.2). These diagrams do not necessarily correspond exactly to any screen displayed by your software, although there may be some similarities. It may be that information in precisely the format required cannot be generated from the personnel module of your software, even if you have fully populated it with data, and that you will therefore need to carry out some manual adjustments or data entry.

For all the teacher categories below, the information required includes the total weekly directed hours of part-time staff. 'Directed hours' are the average hours per week for which a teacher is required to attend school, including assembly but excluding lunch breaks. A full-time teacher is considered to work 32.5 directed hours per week, and the weekly directed hours of part-time teachers should be calculated on a pro rata basis. For each category of teacher for which a figure is required, the directed hours of each part-time teacher in that category should be calculated in this way and then added up. The total should be rounded to the nearest whole number of hours (rounding 0.5 upwards).

You may find the following ready reckoner helpful for converting contracted full-time equivalence (FTE) to directed hours per week

0.1	=	3.25 directed hours per week	0.6	=	19.5
0.2	=	6.5	0.7	=	22.75
0.3	=	9.75	0.8	=	26.0
0.4	=	13	0.9	=	29.25
0.5	=	16.25	1.0	=	32.5

### 5.3.2 Teachers normally employed at the school as at the Spring Census week

#### **Include:**

- peripatetic teachers who regularly teach at your school
- staff on short term paid absence (*less than a term*)
- relief staff covering long term absence (*a term or more*)
- relief staff filling nominal vacancies

#### **Exclude:**

- staff on long term paid absence (*a term or more*); for example on maternity or sick leave or
- staff on secondment. In these cases the absent teacher is, by virtue of the length of absence no longer regarded as 'normally employed'
- relief staff covering short term absence (*less than a term*); in these cases the absent teacher is still regarded as 'normally employed'
- any vacancies not filled by relief staff
- student teachers on School Centred Initial Teacher Training (SCITT) courses.

**Information required for these teachers is as per the following diagram:**

Teacher Category (see below)	Full-time staff		Part-time staff			
	Number of Men	Number of Women	Men		Women	
			Number	Directed Hours per week	Number	Directed Hours per week
<b>QT</b> (qualified teacher)						
<i>Teachers who have been awarded Qualified Teacher Status (QTS), following the successful completion of an approved course of initial teacher training (ITT), or via an alternative route (even if they have not passed induction)</i>						
<b>NQ</b> (teachers not recognised as qualified)						
<i>Any person without QTS teaching as an "unqualified teacher or instructor" (even if they are on the qualified teacher pay spine) but excluding anyone on any scheme leading to Qualified Teacher Status.</i>						
<b>LQ</b> (Teachers on schemes leading to Qualified Teacher Status)						
<i>A person who is either waiting to start an ITT course for which they've been accepted, is currently undertaking an ITT course, or has completed an ITT course but has not yet been awarded QTS. Students on teaching practice, however, should not be included.</i>						

### 5.3.3 Teachers normally employed who are teachers of minority ethnic pupils

Any teacher shown above (with teacher type **QT**, **NQ** or **LQ**) who is employed at least partly to teach English as an additional language or to meet other needs of minority ethnic pupils should be included again here, with teacher type **ET** or **LT**, as appropriate.

If a teacher:

is employed at the school solely to teach English as an additional language or to meet other needs of minority ethnic pupils, then their full or part-time status, and if part-time their directed hours, will be the same here as under (Section 5.3.2)

but if:

they are not employed solely to teach English as an additional language or to meet other needs of minority ethnic pupils, then they should be counted as part-time here (even if they appear as full-time under (a), and their directed hours should be based on their time specifically related to the teaching of English as an additional language or meeting other needs of minority ethnic pupils)

Teacher Category (see below)	Full-time staff		Part-time staff			
	Number of Men	Number of Women	Men		Women	
			Number	Directed Hours per week	Number	Directed Hours per week
<b>ET</b> (Teachers of Ethnic Minorities)						
<i>Any teacher who is employed to meet the needs of minority ethnic pupils should be included again here.</i>						
<b>LT</b> (Teachers of English as an Additional Language)						
<i>Any teacher who is employed wholly or partly to teach English as an additional language should be included again here.</i>						

### 5.3.4 Education Support Staff

**Include** all appropriate education support staff who normally work at the school (during the school day, not including teachers working in extended school services), regardless of how they are funded.

Information should relate to staff employed in the Spring Census week (the week beginning **18<sup>th</sup> January 2010**) unless unusual arrangements occur in that week, in which case the normal situation should be recorded.

**Include**

- staff on short term paid absence (less than a term);
- relief staff covering long term absence (a term or more)

**Exclude**

- staff on long term paid/unpaid absence (a term or more); - for example on maternity or sick leave. In these cases the absent staff member is, by virtue of the length of absence, no longer regarded as 'normally employed'.
- relief staff covering short term absence (less than a term); in these cases the absent staff member is still regarded as 'normally employed'
- premises related staff such as caretakers;
- canteen staff, lunchtime supervisors and lunchtime welfare assistants
- anyone doing unpaid voluntary work

- any support staff appointed to manage or support an Early Years or Children's Centre provision where the children are not pupils of the school e.g. Children's Centre and Early Years Centre Manager.

The information required is set out in the diagram below (Section 5.4.5), which may resemble, but probably not correspond exactly to, a screen displayed by your software. This information consists of:

- for each of a series of staff types, the cumulative hours worked per week for all staff doing work of that type
- for each of a series of staff types, a headcount of the staff doing work of that type
- the total number of staff, taking all staff types together

Higher Level Teaching Assistant (HLTA) status was introduced in PLASC 2005. HLTA is not a qualification. It is possible that someone could be using HLTA as a job title even though the person concerned has not been awarded HLTA status. Only those individuals who have been awarded HLTA status by the Training and Development Agency for Schools (TDA), formerly Teacher Training Agency, on behalf of the Secretary of State (SoS) should be counted.

HLTA status is awarded to individuals who have demonstrated that they meet the national professional standards for HLTAs by successfully completing an HLTA programme at one of the providers who have been approved to deliver HLTA assessment and training programmes by the TDA. On successful completion of an HLTA programme they will be sent a letter awarding HLTA status by the TDA on behalf of the SoS.

It is unlikely that information in this table can be derived directly from the personnel module of your software, even if you have fully populated it with data. Any information generated by your software is therefore likely to require manual adjustments.

Note that:

- staff should be recorded and their weekly hours counted on the basis of their normal working arrangements during term time, whether or not they work or get paid during school holidays;
- for each staff type, once the weekly hours (excluding lunch breaks) of staff doing work of that type have been added up, the total should be rounded to the nearest whole number (rounding 0.5 upwards)
- a member of staff may be recorded in more than one area under headcount.

A full-time member of education support staff is considered to work 37 hours per week (excluding lunch breaks), unless a different figure is specified by your LA. Where a member of staff does work of more than one type, their total hours, taking all types of work together, should be used to determine whether they are full-time or part-time. They, and their hours, should then be counted on that basis throughout.

Examples: A member of staff works 22 hours per week as a secretary and 15 as a librarian. Their total hours are therefore 37 per week, making them full-time. In part (Section 5.4.5) of the diagram below, they contribute 22 hours to the cumulative hours of admin officers/secretaries and the post count would reflect them under this category, and 15 hours to the cumulative hours of librarians and the post count would reflect them under this category. In part (Section 5.4.6) they are counted as one full-time member of staff.

Another member of staff works 10 hours per week as a bilingual assistant and 8 as a nurse – total hours 18 per week, making them part-time. In part (Section 5.4.5) of the diagram they contribute 10 hours to the cumulative hours of bilingual assistants and the post count would reflect them under this category, and 8 to the cumulative hours of matrons/nurses/medical staff and the post count would reflect them under this category. In part (Section 5.4.6) they are counted as one part-time member of staff.

### 5.3.5 Cumulative Weekly Hours of Education Support Staff by Staff Type

		Cumulative Weekly Hours (excluding lunch breaks)	Post count
<b>Education Support Staff</b>			
HL	Higher Level Teaching Assistant		
QA	Teaching Assistants with Diploma in Childcare and Education (previously NNEB) or equivalent		
UA	Teaching Assistants without Diploma in Childcare and Education (previously NNEB) or equivalent		
CQ	Qualified Child Care Staff		
CU	Unqualified Child Care Support Staff		
SN	Special Needs Support Staff		
<b>Minority Ethnic Pupils Support Staff</b>			
EB	Bilingual Assistants		
EO	Others		
<b>Other Education Support Staff</b>			
ME	Matrons/Nurses/Medical Staff		
LI	Librarians		
IT	IT Technicians		
TE	Technicians (including laboratory assistants, design technology assistants, home economics and craft technicians)		
SS	Others (including welfare assistants in the classroom*, learning mentors (employed at the school), study supervisors, cover supervisors, any other education support staff regularly employed at the school (not covered in teaching assistants))		
<b>Admin/Clerical Staff</b> (including only those who look after the administration of the school)			
AO	Admin Officers/Secretaries		
BU	Bursars (including School Business Managers)		
AC	Other Admin/Clerical Staff		

Any staff designated 'welfare assistants' who only work lunchtimes are NOT to be included on this return

### 5.3.6 Total Number of Education Support Staff (including admin and clerical staff)

Total number of full-time education support staff	
Total number of part-time education support staff	

## 5.4 Miscellaneous module

This module will be collected in the Spring Census only.

### 5.4.1 Free School Meals Taken

The number of pupils who had a free school meal at lunchtime on the Spring Census day should be entered. This should include both day and boarding pupils, and reflect what occurred on the Census day, unless the lunchtime situation that day was abnormal, in which case the figure should be based on the next normal day. Meals provided at the beginning or end of the school day should be ignored for the purposes of the Census return. This would normally require manual entry for the Census return.

### 5.4.2 Provision of Extended services

In order that the most up-to-date information is provided on your school's extended services, we suggest that the person with the greatest responsibility for coordinating extended services is involved in the input to this section of the census. This may be the head teacher, an extended schools co-ordinator, or another member of staff. It is important that this section is completed accurately, and all categories that apply are recorded. Only schools which offer no extended services at all, should insert a 'None' code.

Indicate which extended services, including childcare, your school provides access to, either on its own and/or in partnership with other school(s) and/or other provider(s) (including voluntary, community and private sectors). (See codeset in Section 7)

The term 'in partnership' means that other school(s)/ provider(s) offer services/ activities, or your school provides services/activities jointly with other school(s)/ provider(s); AND at least one of the following apply:

- service/activity is on your school's site (including where you let space)
- involvement of your school's staff
- your school has a formal partnership agreement or contract with the other school(s)/provider(s),
- there is supervised transport for children between your school and the other school(s)/provider(s).

In situations where schools share places, each school should indicate those places which their own children currently/generally use.

As well as current provision, planned provision may be shown where it has already been funded and/or designed.

Only where a school offers no extended services at all should the code '**None**' be selected. Before selecting 'none', please double-check that none of the services listed are offered.

- Before-school childcare and/or activities (**CH\_BEFOR**) includes breakfast clubs, other pre-school clubs, study support and recreational activities taking place before school.
- After-school childcare and/or activities (**CH\_AFTER**) includes after-school clubs, homework clubs, study support and recreational activities taking place after school.
- Childcare and/or activities during school holidays (**CH\_HOLS**) includes holiday play schemes, holiday clubs, Summer schools, study support and recreational activities taking place in school holidays.
- Childcare and/or activities during school holidays (**CH\_INT\_H**) includes holiday play schemes, holiday clubs, Summer schools and recreational activities taking place in school holidays for three and four year olds in nursery education.
- Other forms of childcare (**CH\_OTH**) includes any childcare not covered by before-school and after-school childcare and childcare during school holidays, including day nurseries and crèches for children under three years.

- Childcare (**CH\_INT\_T**) includes childcare integrated with a nursery education place for three and four year olds during term time
- Childcare for children up to three years old (**CH\_0\_3\_Y**), five days a week, all year round
- All year round childcare for school-age children (and for children up to three years old) (**CH\_YEAR and CH\_INT\_Y**) must be offered from 8am-6pm, five days per week, all year round (ie on all weekdays for at least 48 weeks of the calendar year (covering term-time and school holidays)) or in accordance with your community's need. This offer can comprise a mixture of childcare, before-school and after-school and holiday activities. If childcare/activities for primary school children are off the school site in term-time, then supervised transport must be offered for the children if these codes are to apply.
- Childcare or activities for children are offered in partnership with other schools (**CH\_SCH\_P**)
- Childcare or activities for children are offered in partnership with external providers (**CH\_EXT\_P**)
- Community use (**FACILITS**) means that schools allow people from outside the school (individuals and/or local groups) to use school facilities or spaces. This includes lettings to the community as well as free use by the community; community use of the school playground, school library, classrooms and the school hall. Examples of arts facilities include art rooms, music rooms and drama facilities.
- Information sessions for parents (**P\_INFO\_S**) should also include sessions delivered by a third party such as a voluntary or community organisation in partnership with the school, as well as school-led sessions such as transition information evenings.
- Study support, sports, arts, music ICT and/or volunteering opportunities for pupils outside school hours (**STUDY**)
- Parenting groups using structured parenting programmes (**P\_GROUPS**) includes programmes delivered by a third party such as a voluntary or community organisation in partnership with the school.
- Specialised support (**P\_SPEC**) is for those parents who might need it, for example, parents whose children have problems with attendance or behaviour at school and who need targeted support as part of a parenting contract, including support delivered by a third party such as a voluntary or community organisation in partnership with the school.
- Information on national/local advice for parents (**P\_INFO**) includes directing parents to advice available through national help lines and websites and through local family support services.
- Other parenting/family support (**P\_OTHER**) should not include family learning, where adult family members/carers and children learn together, or standard communication by teachers with parents about their children's education, Parent Teacher Associations or Parent Governors.
- Adult education (**ADULT**) applies if your school offers adult education courses/workshops/sessions. Do not include family learning.
- Family Learning (**FAMILY**) parents/carers/other adult family members learning together with children.

- Community access to health and therapeutic services, health promotion activities and physical therapies (**HEALTH\_C**) include mental health services eg counselling, smoking cessation clinics and nutritional advice (healthy eating sessions), physiotherapy and massage.

Community includes pupils' families and others who reside in the local community and not just your pupils and school staff.

- Pupils' access to health professionals (**HEALTH\_P**) include nurses, health visitors, speech therapists, psychologists, counsellors and other mental health professionals, health promotion professionals, drug and alcohol misuse workers and health professionals dealing with sexual health issues to support your pupils.
- Other advice and support services (**C\_OTHER**) on financial, benefit and employment advice for the community.
- Pupils' access to social care professionals (**S\_CARE\_P**) include social workers, family support workers, youth workers, the police and youth offending teams.
- Social care services for the community (**SOCIAL\_C**)
- Other category (**EX\_OTH**) of extended service in your school which are not covered by other codes

#### 5.4.3 Extended Services (childcare): number of 8am-6pm, all year round, school-age childcare/activity places

This item is for those schools indicating, in the item on the provision of extended services, that they are providing the full childcare offer for school-age children (**CH\_YEAR**).

Schools should count the number of childcare/ activity places that are available for their school-age pupils from 8am-6pm, five days per week, **all year round** or that are provided in accordance with their community's need. Include childcare, study support and recreational activities for children and young people. 'All year round' means on all weekdays for at least 48 weeks of the calendar year (covering term-time and school holidays).

The term 'school-age children' refers to children in reception to the end of Key Stage 4. Schools should exclude places provided for three and four year olds in nursery education.

If your school does not offer any childcare/activities for school-aged pupils from 8am-6pm, five days per week, all year round, then enter 0.

#### 5.4.4 Extended Services: number of 8am-6pm, all year round, nursery-age childcare places

This item is for those schools indicating, in the item on the provision of extended services, that they are providing the full childcare offer for 3 and 4 year olds in nursery education (**CH\_INT\_Y**).

Schools should count the number of childcare/nursery education places that are available for their 3 and 4 year old pupils from 8am-6pm, five days per week, **all year round**, or that are provided in accordance with their community's need. Include childcare, study support and recreational activities for children and young people. 'All year round' means on all weekdays for at least 48 weeks of the calendar year (covering term-time and school holidays).

Schools should exclude places provided for children of other schools and places for children in Reception or older.

If your school does not offer any childcare/nursery education for nursery-aged pupils from 8am-6pm, five days per week all year round, then enter 0.

#### 5.4.5 Extended Services – TDA collection

Schools may be familiar with request for information about their extended services arrangements from the Training and Development Agency for Schools (TDA). This collection has a different purpose to the inclusion of extended services items in School Census, and the items collected are not the same.

### 5.5 ICT (Information Communication Technology) module

#### 5.5.1 Number of computers

This is the number of computers available in the school for **teaching and learning**. When counting the number of computers include only those whose primary use is for teaching and learning for use by pupils and teachers and

- **include** desktop and portable computers (i.e. laptops, tablets and palmtops) plus specialist computers used in CAD/CAM, art & design etc;
- **include** school-owned equipment assigned to individual staff or pupils;
- **include** all computers that are available for teaching and learning regardless of whether they are owned or loaned short or long term;
- **exclude** equipment which is privately owned by staff or pupils;
- **exclude** equipment that is used wholly for administrative purposes;
- **exclude** equipment that is permanently broken or for which there is no compatible software;
- **exclude** equipment that is no longer used.

A computer does not need to have access to the web or any particular software to be included, it is sufficient that it meets one of the above criteria.

#### 5.5.2 Number of interactive whiteboards

In counting the number of interactive whiteboards in the school

**exclude** equipment that is permanently broken.

#### 5.5.3 Number of teachers with access to ICT

This is the number of teachers who have personal access to a computer. When counting the number of teachers:

- **include** teachers who have been assigned school-owned equipment for individual long-term use or who have personal access to privately-owned equipment for use at school and/or at home;
- **include** teachers with personal access to desktop and/or portable (ie laptop, tablet and palmtop) computers;
- **include** computers and laptops bought through schemes such as the Laptops for Teachers initiative;
- **exclude** teachers whose only 'personal' access to computers is through short-term loan of school-owned equipment that is also available to other staff (eg pools of laptops); and
- **exclude** teachers with personal access to equipment that is permanently broken or for which there is no compatible software.

Personal access is where the equipment has been assigned to an individual teacher. If the equipment is shared amongst a number of teachers then they cannot be counted as having personal access.

However, if two teachers job share and share a computer and both have access to it when they want it, they would both be counted as having personal access.

## **FURTHER INFORMATION**

If you need further advice on the completion of any part of the School Census return, please contact your LA. If there are questions which your LA cannot resolve, or if you are an academy or CTC, there is a DCSF **DSG Helpdesk**, Tel: 01325 392626, which they will be able to contact for further advice.

This document is posted on TeacherNet at  
<http://www.teachernet.gov.uk/management/ims/datacollections/>

## 6 CODESETS - PUPIL LEVEL

Pupil Gender	
M	Male
F	Female

Connexions Agreement	
Yes	Permission has been given by the parent or guardian
No	Parent or guardian has refused permission
UNS	Unsought - school has not yet sent out Fair Processing Notices (Data cannot be shared with Connexions)
SNR	Sought, No Reply - school has sent out Fair Processing Notices, but has received no reply from parent or guardian (Data can be shared with Connexions)

Usual Mode of Travel	
WLK	Walk
CYC	Cycle
CAR	Car/Van
CRS	Car Share (with a child/children from a different household)
PSB	Public service bus
DSB	Dedicated school bus
BNK	Bus (type not known)
TXI	Taxi
TRN	Train
LUL	London Underground
MTL	Metro/Tram/Light Rail
BDR	Boarder – not applicable
OTH	Other

Pupil Enrolment Status	
C	Current (single registration at this school)
G	Guest (pupil not registered at this school but attending some lessons or sessions)
M	Current Main (dual registration)
S	Current Subsidiary (dual registration)

Pupil Boarder		
B	Boarder, nights per week not specified	
6	Boarder, six nights or less a week	Special schools only
7	Boarder, seven nights a week	Special schools only
N	Not a boarder	

Pupil NC Year Group	
N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 1 to 14
X	National Curriculum not followed – available only for special schools where pupils are not following a particular NC Year.

Pupil SEN Provision	
N	No Special Educational Need
A	School Action or Early Years Action
P	School Action Plus or Early Years Action Plus
S	Statement

Pupil SEN Type	
SPLD	Specific Learning Difficulty
MLD	Moderate Learning Difficulty
SLD	Severe Learning Difficulty

PMLD	Profound & Multiple Learning Difficulty
BESD	Behaviour, Emotional & Social Difficulties
SLCN	Speech, Language and Communication Needs
HI	Hearing Impairment
VI	Visual Impairment
MSI	Multi-Sensory Impairment
PD	Physical Disability
ASD	Autistic Spectrum Disorder
OTH	Other Difficulty/Disability

Pupil Exclusion Category	
FIXD	Fixed Period
PERM	Permanent
LNCH	Lunchtime

Pupil Exclusion Reason	
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
BU	Bullying
RA	Racist abuse
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
OT	Other

Pupil Attendance Codes (relating to absence)	
I	Authorised absence due to illness (NOT medical or dental etc. appointments) - code used on management information systems is "I"
M	Authorised absence due to medical/ dental appointments - code used on management information systems is "M"
R	Authorised absence due to religious observance - code used on management information systems is "R"
S	Authorised absence due to study leave - code used on management information systems is "S"
T	Authorised absence due to traveller absence - code used on management information systems is "T"
H	Authorised absence due to agreed family holiday - code used on management information systems is "H"
F	Authorised absence due to agreed extended family holiday - code used on management information systems is "F"
E	Authorised absence as pupil is excluded, with no alternative provision made - code used on management information systems is "E"
C	Authorised absence as pupil is absent due to other authorised circumstances - code used on management information systems is "C"
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday - code used on management information systems is "G"
U	Unauthorised absence as pupil arrived after registers closed - code used on management information systems is "U"
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description - code used on management information systems is "O"
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided - code used on management information systems is "N"

Ethnicity Source	
C	Provided by the child (ie pupil)
P	Provided by the parent
S	Ascribed by the current school
T	Ascribed by a previous school
O	Other

### Language Code List

Descriptor	Full Code List				
			Chinese (Hakka)	CHIK	
			Chinese (Mandarin/Putonghua)	CHIM	
<b>Acholi</b>	<b>ACL</b>		<b>Chokwe</b>	<b>CKW</b>	
<b>Adangme</b>	<b>ADA</b>		<b>Cornish</b>	<b>CRN</b>	
<b>Afar-Saho</b>	<b>AFA</b>		<b>Chitrالي/Khowar</b>	<b>CTR</b>	
<b>Afrikaans</b>	<b>AFK</b>		<b>Chichewa/Nyanja</b>	<b>CWA</b>	
<b>Akan/Twi-Fante</b>	<b>AKA</b>		<b>Welsh/Cymraeg</b>	<b>CYM</b>	
Akan (Fante)	<b>AKAF</b>		<b>Czech</b>	<b>CZE</b>	
Akan (Twi/Asante)	<b>AKAT</b>		<b>Danish</b>	<b>DAN</b>	
<b>Albanian/Shqip</b>	<b>ALB</b>		<b>Dagaare</b>	<b>DGA</b>	
<b>Alur</b>	<b>ALU</b>		<b>Dagbane</b>	<b>DGB</b>	
<b>Amharic</b>	<b>AMR</b>		<b>Dinka/Jieng</b>	<b>DIN</b>	
<b>Arabic</b>	<b>ARA</b>		<b>Dutch/Flemish</b>	<b>DUT</b>	
Arabic (Any Other)	<b>ARAA</b>		<b>Dzongkha/Bhutanese</b>	<b>DZO</b>	
Arabic (Algeria)	<b>ARAG</b>		<b>Ebira</b>	<b>EBI</b>	
Arabic (Iraq)	<b>ARAI</b>		<b>Edo/Bini</b>	<b>EDO</b>	
Arabic (Morocco)	<b>ARAM</b>		<b>Efik-Ibibio</b>	<b>EFI</b>	
Arabic (Sudan)	<b>ARAS</b>		<b>Believed to be English</b>	<b>ENB</b>	*
Arabic (Yemen)	<b>ARAY</b>		<b>English</b>	<b>ENG</b>	*
<b>Armenian</b>	<b>ARM</b>		<b>Esan/Ishan</b>	<b>ESA</b>	
<b>Assamese</b>	<b>ASM</b>		<b>Estonian</b>	<b>EST</b>	
<b>Assyrian/Aramaic</b>	<b>ASR</b>		<b>Ewe</b>	<b>EWE</b>	
<b>Anyi-Baule</b>	<b>AYB</b>		<b>Ewondo</b>	<b>EWO</b>	
<b>Aymara</b>	<b>AYM</b>		<b>Fang</b>	<b>FAN</b>	
<b>Azeri</b>	<b>AZE</b>		<b>Fijian</b>	<b>FIJ</b>	
<b>Bamileke (Any)</b>	<b>BAI</b>		<b>Finnish</b>	<b>FIN</b>	
<b>Balochi</b>	<b>BAL</b>		<b>Fon</b>	<b>FON</b>	
<b>Beja/Bedawi</b>	<b>BEJ</b>		<b>French</b>	<b>FRN</b>	
<b>Belarusian</b>	<b>BEL</b>		<b>Fula/Fulfulde-Pulaar</b>	<b>FUL</b>	
<b>Bemba</b>	<b>BEM</b>		<b>Ga</b>	<b>GAA</b>	
<b>Bhojpuri</b>	<b>BHO</b>		<b>Gaelic/Irish</b>	<b>GAE</b>	
<b>Bikol</b>	<b>BIK</b>		<b>Gaelic (Scotland)</b>	<b>GAL</b>	
<b>Balti Tibetan</b>	<b>BLT</b>		<b>Georgian</b>	<b>GEO</b>	
<b>Burmese/Myanma</b>	<b>BMA</b>		<b>German</b>	<b>GER</b>	
<b>Bengali</b>	<b>BNG</b>		<b>Gogo/Chigogo</b>	<b>GGO</b>	
Bengali (Any Other)	<b>BNGA</b>		<b>Kikuyu/Gikuyu</b>	<b>GKY</b>	
Bengali (Chittagong/Noakhali)	<b>BNGC</b>		<b>Galician/Galego</b>	<b>GLG</b>	
Bengali (Sylheti)	<b>BNGS</b>		<b>Greek</b>	<b>GRE</b>	
<b>British Sign Language</b>	<b>BSL</b>		Greek (Any Other)	<b>GREA</b>	
<b>Basque/Euskara</b>	<b>BSQ</b>		Greek (Cyprus)	<b>GREC</b>	
<b>Bulgarian</b>	<b>BUL</b>		<b>Guarani</b>	<b>GRN</b>	
<b>Cambodian/Khmer</b>	<b>CAM</b>		<b>Gujarati</b>	<b>GUJ</b>	
<b>Catalan</b>	<b>CAT</b>		<b>Gurenne/Frafra</b>	<b>GUN</b>	
<b>Caribbean Creole English</b>	<b>CCE</b>		<b>Gurma</b>	<b>GUR</b>	
<b>Caribbean Creole French</b>	<b>CCF</b>		<b>Hausa</b>	<b>HAU</b>	
<b>Chaga</b>	<b>CGA</b>		<b>Hindko</b>	<b>HDK</b>	
<b>Chattisgarhi/Khatahi</b>	<b>CGR</b>		<b>Hebrew</b>	<b>HEB</b>	
<b>Chechen</b>	<b>CHE</b>		<b>Herero</b>	<b>HER</b>	
<b>Chinese</b>	<b>CHI</b>		<b>Hungarian</b>	<b>HGR</b>	
Chinese (Any Other)	<b>CHIA</b>		<b>Hindi</b>	<b>HIN</b>	
Chinese (Cantonese)	<b>CHIC</b>		<b>Iban</b>	<b>IBA</b>	
Chinese (Hokkien/Fujianese)	<b>CHIH</b>				

<b>Idoma</b>	<b>IDM</b>	
<b>Igala</b>	<b>IGA</b>	
<b>Igbo</b>	<b>IGB</b>	
<b>Ijo (Any)</b>	<b>IJO</b>	
<b>Ilokano</b>	<b>ILO</b>	
<b>Itsekiri</b>	<b>ISK</b>	
<b>Icelandic</b>	<b>ISL</b>	
<b>Italian</b>	<b>ITA</b>	
Italian (Any Other)	ITAA	
Italian (Napoletan)	ITAN	
Italian (Sicilian)	ITAS	
<b>Javanese</b>	<b>JAV</b>	
<b>Jinghpaw/Kachin</b>	<b>JIN</b>	
<b>Japanese</b>	<b>JPN</b>	
<b>Kikamba</b>	<b>KAM</b>	
<b>Kannada</b>	<b>KAN</b>	
<b>Karen (Any)</b>	<b>KAR</b>	
<b>Kashmiri</b>	<b>KAS</b>	
<b>Kanuri</b>	<b>KAU</b>	
<b>Kazakh</b>	<b>KAZ</b>	
<b>Katchi</b>	<b>KCH</b>	
<b>Kirghiz/Kyrgyz</b>	<b>KGZ</b>	
<b>Khasi</b>	<b>KHA</b>	
<b>Kihaya/Luziba</b>	<b>KHY</b>	
<b>Kinyarwanda</b>	<b>KIN</b>	
<b>Kirundi</b>	<b>KIR</b>	
<b>Kisi (West Africa)</b>	<b>KIS</b>	
<b>Kalenjin</b>	<b>KLN</b>	
<b>Kimbundu</b>	<b>KMB</b>	
<b>Kimeru</b>	<b>KME</b>	
<b>Konkani</b>	<b>KNK</b>	
<b>Kinyakyusa-Ngonde</b>	<b>KNY</b>	
<b>Kikongo</b>	<b>KON</b>	
<b>Korean</b>	<b>KOR</b>	
<b>Kpelle</b>	<b>KPE</b>	
<b>Krio</b>	<b>KRI</b>	
<b>Kru (Any)</b>	<b>KRU</b>	
<b>Kisii/Ekegusii (Kenya)</b>	<b>KSI</b>	
<b>Kisukuma</b>	<b>KSU</b>	
<b>Kurdish</b>	<b>KUR</b>	
Kurdish (Any Other)	KURA	
Kurdish (Kurmanji)	KURM	
Kurdish (Sorani)	KURS	
<b>Lao</b>	<b>LAO</b>	
<b>Luba</b>	<b>LBA</b>	
Luba (Chiluba/Tshiluba)	LBAC	
Luba (Kiluba)	LBAK	
<b>Luganda</b>	<b>LGA</b>	
<b>Lugbara</b>	<b>LGB</b>	
<b>Lugisu/Lumasaba</b>	<b>LGS</b>	
<b>Lingala</b>	<b>LIN</b>	
<b>Lithuanian</b>	<b>LIT</b>	
<b>Lango (Uganda)</b>	<b>LNG</b>	
<b>Lozi/Silozi</b>	<b>LOZ</b>	
<b>Lusoga</b>	<b>LSO</b>	
<b>Latvian</b>	<b>LTV</b>	
<b>Luxemburgish</b>	<b>LTZ</b>	
<b>Luvale/Luena</b>	<b>LUE</b>	
<b>Lunda</b>	<b>LUN</b>	
<b>Luo (Kenya/Tanzania)</b>	<b>LUO</b>	

<b>Luhya (Any)</b>	<b>LUY</b>	
<b>Magahi</b>	<b>MAG</b>	
<b>Maithili</b>	<b>MAI</b>	
<b>Makua</b>	<b>MAK</b>	
<b>Manding/Malinke</b>	<b>MAN</b>	
Manding/Malinke (Any Other)	MANA	
Bambara	MANB	
Dyula/Jula	MANJ	
<b>Maori</b>	<b>MAO</b>	
<b>Marathi</b>	<b>MAR</b>	
<b>Maasai</b>	<b>MAS</b>	
<b>Maldivian/Dhivehi</b>	<b>MDV</b>	
<b>Mende</b>	<b>MEN</b>	
<b>Macedonian</b>	<b>MKD</b>	
<b>Malagasy</b>	<b>MLG</b>	
<b>Malayalam</b>	<b>MLM</b>	
<b>Maltese</b>	<b>MLT</b>	
<b>Malay/Indonesian</b>	<b>MLY</b>	
Malay (Any Other)	MLYA	
Indonesian/Bahasa Indonesia	MLYI	
<b>Magindanao-Maranao</b>	<b>MNA</b>	
<b>Mongolian (Khalkha)</b>	<b>MNG</b>	
<b>Manx Gaelic</b>	<b>MNX</b>	
<b>Moore/Mossi</b>	<b>MOR</b>	
<b>Mauritian/Seychelles Creole</b>	<b>MSC</b>	
<b>Munda (Any)</b>	<b>MUN</b>	
<b>Maya (Any)</b>	<b>MYA</b>	
<b>Nahuatl/Mexicano</b>	<b>NAH</b>	
<b>Nama/Damara</b>	<b>NAM</b>	
<b>Nubian (Any)</b>	<b>NBN</b>	
<b>Ndebele</b>	<b>NDB</b>	
Ndebele (South Africa)	NDBS	
Ndebele (Zimbabwe)	NDBZ	
<b>Nepali</b>	<b>NEP</b>	
<b>Norwegian</b>	<b>NOR</b>	
<b>Information not obtained</b>	<b>NOT</b>	*
<b>Nuer/Naadh</b>	<b>NUE</b>	
<b>Nupe</b>	<b>NUP</b>	
<b>Newari</b>	<b>NWA</b>	
<b>Nzema</b>	<b>NZM</b>	
<b>Ambo/Oshiwambo</b>	<b>OAM</b>	
Ambo (Kwanyama)	OAMK	
Ambo (Ndonga)	OAMN	
<b>Ogoni (Any)</b>	<b>OGN</b>	
<b>Oriya</b>	<b>ORI</b>	
<b>Oromo</b>	<b>ORM</b>	
<b>Believed to be Other than English</b>	<b>OTB</b>	*
<b>Other than English</b>	<b>OTH</b>	*
<b>Other Language</b>	<b>OTL</b>	
<b>Pangasinan</b>	<b>PAG</b>	
<b>Pampangan</b>	<b>PAM</b>	
<b>Pashto/Pakhto</b>	<b>PAT</b>	
<b>Pahari/Himachali (India)</b>	<b>PHA</b>	
<b>Pahari (Pakistan)</b>	<b>PHR</b>	
<b>Panjabi</b>	<b>PNJ</b>	
Panjabi (Any Other)	PNJA	
Panjabi (Gurmukhi)	PNJG	
Panjabi (Mirpuri)	PNJM	
Panjabi (Pothwari)	PNJP	

<b>Polish</b>	<b>POL</b>	
<b>Portuguese</b>	<b>POR</b>	
Portuguese (Any Other)	<b>PORA</b>	
Portuguese (Brazil)	<b>PORB</b>	
<b>Persian/Farsi</b>	<b>PRS</b>	
Farsi/Persian (Any Other)	<b>PRSA</b>	
Dari Persian	<b>PRSD</b>	
Tajiki Persian	<b>PRST</b>	
<b>Quechua</b>	<b>QUE</b>	
<b>Rajasthani/Marwari</b>	<b>RAJ</b>	
<b>Refused</b>	<b>REF</b>	*
<b>Romany/English Romanes</b>	<b>RME</b>	
<b>Romani (International)</b>	<b>RMI</b>	
<b>Romanian</b>	<b>RMN</b>	
Romanian (Moldova)	<b>RMNM</b>	
Romanian (Romania)	<b>RMNR</b>	
<b>Romansch</b>	<b>RMS</b>	
<b>Runyakitara</b>	<b>RNY</b>	
Runyankore-Ruchiga	<b>RNYN</b>	
Runyoro-Rutooro	<b>RNYO</b>	
<b>Russian</b>	<b>RUS</b>	
<b>Samoan</b>	<b>SAM</b>	
<b>Serbian/Croatian/Bosnian</b>	<b>SCB</b>	
Bosnian	<b>SCBB</b>	
Croatian	<b>SCBC</b>	
Serbian	<b>SCBS</b>	
<b>Scots</b>	<b>SCO</b>	
<b>Shilluk/Cholo</b>	<b>SHL</b>	
<b>Shona</b>	<b>SHO</b>	
<b>Sidamo</b>	<b>SID</b>	
<b>Sign Language (Other)</b>	<b>SIO</b>	
<b>Slovak</b>	<b>SLO</b>	
<b>Slovenian</b>	<b>SLV</b>	
<b>Sindhi</b>	<b>SND</b>	
<b>Sango</b>	<b>SNG</b>	
<b>Sinhala</b>	<b>SNH</b>	
<b>Somali</b>	<b>SOM</b>	
<b>Spanish</b>	<b>SPA</b>	
<b>Sardinian</b>	<b>SRD</b>	
<b>Siraiki</b>	<b>SRK</b>	
<b>Sotho/Sesotho</b>	<b>SSO</b>	
Sotho/Sesotho (Southern)	<b>SSOO</b>	
Sotho/Sesotho (Northern)	<b>SSOT</b>	
<b>Swazi/Siswati</b>	<b>SSW</b>	
<b>Tswana/Setswana</b>	<b>STS</b>	
<b>Sundanese</b>	<b>SUN</b>	
<b>Swahili/Kiswahili</b>	<b>SWA</b>	
Swahili (Any Other)	<b>SWAA</b>	
Comorian Swahili	<b>SWAC</b>	
Swahili (Kingwana)	<b>SWAK</b>	
Swahili (Brava/Mwiini)	<b>SWAM</b>	
Swahili (Bajuni/Tikuu)	<b>SWAT</b>	
<b>Swedish</b>	<b>SWE</b>	
<b>Tamil</b>	<b>TAM</b>	
<b>Telugu</b>	<b>TEL</b>	
<b>Temne</b>	<b>TEM</b>	
<b>Teso/Ateso</b>	<b>TES</b>	

<b>Tigre</b>	<b>TGE</b>	
<b>Tagalog/Filipino</b>	<b>TGL</b>	
Filipino	<b>TGLF</b>	
Tagalog	<b>TGLG</b>	
<b>Tigrinya</b>	<b>TGR</b>	
<b>Thai</b>	<b>THA</b>	
<b>Tibetan</b>	<b>TIB</b>	
<b>Tiv</b>	<b>TIV</b>	
<b>Berber/Tamazight</b>	<b>TMZ</b>	
Berber/Tamazight (Any Other)	<b>TMZA</b>	
Berber/Tamazight (Kabyle)	<b>TMZK</b>	
Berber (Tamashek)	<b>TMZT</b>	
<b>Tonga/Chitonga (Zambia)</b>	<b>TNG</b>	
<b>Tongan (Oceania)</b>	<b>TON</b>	
<b>Tok Pisin</b>	<b>TPI</b>	
<b>Traveller Irish/Shelta</b>	<b>TRI</b>	
<b>Tsonga</b>	<b>TSO</b>	
<b>Turkmen</b>	<b>TUK</b>	
<b>Tulu</b>	<b>TUL</b>	
<b>Tumbuka</b>	<b>TUM</b>	
<b>Turkish</b>	<b>TUR</b>	
<b>Ukrainian</b>	<b>UKR</b>	
<b>Umbundu</b>	<b>UMB</b>	
<b>Urdu</b>	<b>URD</b>	
<b>Urhobo-Isoko</b>	<b>URH</b>	
<b>Uyghur</b>	<b>UYG</b>	
<b>Uzbek</b>	<b>UZB</b>	
<b>Venda</b>	<b>VEN</b>	
<b>Vietnamese</b>	<b>VIE</b>	
<b>Visayan/Bisaya</b>	<b>VSY</b>	
Visayan/Bisaya (Any Other)	<b>VSYA</b>	
Hiligaynon	<b>VSYH</b>	
Cebuano/Sugbuanon	<b>VSYS</b>	
Waray/Binisaya	<b>VSYW</b>	
<b>Wa-Paraok (South-East Asia)</b>	<b>WAP</b>	
<b>West-African Creole Portuguese</b>	<b>WCP</b>	
<b>Wolof</b>	<b>WOL</b>	
<b>West-African Pidgin English</b>	<b>WPE</b>	
<b>Xhosa</b>	<b>XHO</b>	
<b>Yao/Chiyao (East Africa)</b>	<b>YAO</b>	
<b>Yiddish</b>	<b>YDI</b>	
<b>Yoruba</b>	<b>YOR</b>	
<b>Zande</b>	<b>ZND</b>	
<b>Zulu</b>	<b>ZUL</b>	
<b>Classification Pending</b>	<b>ZZZ</b>	

\* The categories marked with an asterisk are the Language Type (P52) categories previously used for PLASC and School Census. Schools that have no need to use individual language codes may still use these for Language.

Source of Service Children in Education indicator	
C	Provided by the child (ie pupil)
P	Provided by the parent
S	Ascribed by the current school
O	Other

## 7 CODESETS - SCHOOL LEVEL

School Phase	
NS	Nursery
PS	Primary
MP	Middle (deemed primary)
MS	Middle (deemed secondary)
SS	Secondary (including CTCs and academies)
SP	Special
EY	Early Years Settings
PR	Pupil Referral Unit (PRU)
XX	Multiple Phases (not middle, special or PRU)

School Type	
01 = first school, 5-8	29 = senior comprehensive, 13-16, automatic transfer
02 = first school, 5-9	30 = senior comprehensive, 13-18, optional transfer
03 = first school, 5-10	31 = senior comprehensive, 13-18, automatic transfer
04 = first and middle school, 5-12	32 = senior comprehensive, 14-18, optional transfer
05 = middle school, 8-12, deemed primary	33 = senior comprehensive, 14-18, automatic transfer
06 = middle school, 9-13, deemed primary	36 = non-comprehensive secondary – modern
07 = middle school, 9-13, deemed secondary	37 = non-comprehensive secondary – grammar
08 = middle school, 10-13, deemed secondary	38 = non-comprehensive secondary – technical
09 = comprehensive upper school, 12-15/16	39 = non-comprehensive secondary – other
10 = comprehensive upper school, 12-18	41 = middle school, 10-14, deemed secondary
11 = comprehensive upper school, 13-16	42 = first school, 5-7;
12 = comprehensive upper school, 13-18	43 = first school, 7-10;
16 = infant school, 5-7/8	44 = comprehensive upper school, 14/15-18
17 = junior school, 7/8-11	45 = middle school, 9-12, deemed primary
18 = infant and junior school, 5-11	46 = comprehensive, middle and upper, 10-16
21 = comprehensive all-through, 11-16	47 = CTC
22 = comprehensive all-through, 11-18	48 = comprehensive upper school, 11-16
25 = junior comprehensive, 11-13, automatic transfer	49 = academies
26 = junior comprehensive, 11-14, automatic transfer	50 = maintained nursery
27 = junior comprehensive, 11-16, optional transfer at 13	51 = direct grant nursery
28 = junior comprehensive, 11-16, optional transfer at 14	52 = Special schools

Gender of entry	
C	Mixed
F	Female (only)
M	Male (only)

School NC Year Group		
N1	Nursery first year	
N2	Nursery second year	
R	Reception	
1-14	Years 1-14	
M*	Mixed Year Class - Used for Class Information	Maximum Year Group and Minimum Year Group data items do not include these values
X*	National Curriculum not followed – available only for special schools where pupils are not following a particular NC Year	

Class Type	
N	Nursery Class
O	Not a Nursery Class

Class Key Stage	
F	Foundation Stage = nursery or reception classes
1	Key Stage 1
2	Key Stage 2
3	Key Stage 3
M	Mixed class

Intake Type	
COMP	Comprehensive
SEL1	Selective (grammar)
SEL2	Secondary modern
SEL3	Selective (technical)
SEL4	Religious school
SPEC	Special

Governance	
CO	Community
VA	Voluntary Aided
VC	Voluntary Controlled
FO	Foundation
IN	Independent
NM	Non-maintained
CT	City technology college (CTC)
CA	Academy

Establishment List	
1000 – 1099	LA Nursery Schools
1100 – 1150	Pupil Referral Units
1800 – 1899	Direct Grant Nursery Schools
2000 – 3999	Maintained Primary (inc Middle deemed Primary)
4000 – 4999	Maintained Secondary (inc Middle Deemed Secondary)
5200 – 5299	Maintained Primary Schools
5400 - 5499	Grant Maintained Secondary (inc MD Secondary)
5900 - 5939	Grant Maintained Secondary (inc MD Secondary)
5940 – 5949	Maintained Primary Schools
5950 – 5999	Maintained Special Schools
6000 – 6899	Independent Schools
6900 – 6904	City Technology Colleges
6905 – 6999	Academies
7000 – 7999	Special Schools

Class Activity		
AR	Art, Craft or Design	
EN	English Literacy or Reading	
FL	Foreign Language	
GP	Group Project work (including mixed activities in other categories and library work)	
GS	General Studies	For middle and secondary schools only
HU	Humanities (including Geography, History, Economics or Business Studies)	
MA	Mathematics or Numeracy	
MD	Music, Singing or Drama	
OT	Other	
PE	PE or Games	
PL	Personal, Social or Leisure Education	For middle and secondary schools only
PS	Private Studies	For middle and secondary schools only
RE	Religious Education	
SC	Science	

TE	Technology, IT or Computing	
TV	Watching TV or listening to Radio	For primary schools only

Teacher Category		
QT	Qualified Teacher	Heads and Deputies to be included in the above categories (normally QT)
NQ	Teachers not recognised as qualified	
LQ	Teachers on schemes leading to Qualified Teacher Status	
LT	Teachers of English as an Additional Language	Double counted ie schools are asked to count LT and ET teachers in QT, LQ, or NQ as well
ET	Teachers of Ethnic minorities	

Teacher Gender	
M	Male
F	Female

Non-Teacher Category	
AC	Other admin/clerical staff
AO	Admin Officers/secretaries
BU	Bursars
CQ	Qualified child care staff (special schools only)
CU	Unqualified Child Care staff (special schools only)
EB	Minority ethnic pupils support staff - bilingual assistants (all schools)
EO	Minority ethnic pupils support staff - other
HL	Higher level teaching assistant
IT	IT Technicians
LI	Librarians
ME	Matrons/nurses/medical staff
QA	Teacher assistants with Diploma in Childcare and Education (previously NNEB) or equiv (nursery, primary and special schools)
SN	Special needs support staff
SS	Other education support staff
TA	Teacher assistants (middle and secondary schools)
TE	Technicians
UA	Teacher assistants without Diploma in Childcare and Education (previously NNEB) or equiv. (nursery, primary and special schools)

Notes on Non-Teacher Category
<u>Nursery schools:</u> QA, UA, SN, EB, EO, SS, AO, BU, AC, HL
<u>Primary schools:</u> QA, UA, SN, EB, EO, ME, LI, TE, IT, SS, AO, BU, AC (ie not TA, CQ, CU), HL
<u>Middle (deemed primary and secondary) and secondary schools:</u> TA, HL, SN, EB, EO, ME, LI, TE, IT, SS, AO, BU, AC (ie not QA, UA, CQ, CU)
<u>Special schools:</u> QA, UA, CQ, CU, SN, EB, EO, ME, LI, TE, IT, SS, AO, BU, AC (ie not TA), HL
<u>QA, UA and TA:</u> includes nursery nurses, nursery assistants, literacy and numeracy support staff and any other non-teaching staff regularly employed to support teachers in the classroom; Excludes: special needs and minority ethnic pupils support staff
<u>TE:</u> includes laboratory assistants, Design Technology assistants, Home economics and craft technicians; Excludes IT technicians
<u>SS:</u> includes welfare assistants (in the classroom), learning mentors (employed at the school), and any other non-teaching staff regularly employed at the school (not covered in teaching assistants); Excludes special needs and minority ethnic pupils support staff

Extended Services	
CH_BEFOR	Before-school childcare and/or activities for school-age children (term-time)
CH_AFTER	After school childcare and/or activities, for school-age children (term-time)
CH_HOLS	Childcare and/or activities for school-age children during school holidays
CH_INT_T	Childcare integrated with a nursery education place for three and four year olds (term-time)
CH_INT_H	Childcare during school holidays for three and four year olds in nursery education
CH_OTH	Other forms of childcare <u>including</u> any childcare not covered by codes above
CH_YEAR	Childcare or activities for school-age children are offered 8am-6pm 5 days per week, all year round
CH_INT_Y	Childcare for 3 & 4 yr olds in nursery education is offered 8am-6pm 5 days per week, all year round
CH_0_3_Y	Childcare for children up to three years old, five days a week, all year round
CH_SCH_P	Childcare or activities for children are offered in partnership with other schools
CH_EXT_P	Childcare or activities for children are offered in partnership with external providers
STUDY	Study support, sports, arts, music, ICT and/or volunteering opportunities for pupils outside sch hrs
FACILITS	Community use of school's sports, arts, ICT or other facilities and spaces
P_INFO_S	Information sessions for all parents of pupils entering Reception, Year 3, Year 7, Year 8 and Year 9
P_GROUPS	Parenting groups using structured manual-based parenting programmes
P_SPEC	Specialised support, including for parents whose children have problems with attendance/behaviour
P_INFO	Information on national/local advice and support for parents
P_OTHER	Any other parenting/family support which does not use structured manuals, a parents' room, etc
ADULT	Adult education (excluding family learning ie without children)
FAMILY	Family learning (ie parents/carers/other adult family members learning together with children)
HEALTH_C	Health/therapeutic services, health promotion activities and physical therapies for the community
SOCIAL_C	Social care services for the community
C_OTHER	Other advice and support services (eg financial, benefit and employment advice) for the community
HEALTH_P	Work with health professionals to support your pupils
S_CARE_P	Work with social care professionals to support your pupils
EX_OTH	Other category of extended service in your school which are not covered by other codes
NONE	None

## 8 Links to relevant websites

For (Pupil Registration) Regulations 2006 governing the registration of pupils:

<http://www.opsi.gov.uk/si/si2006/20061751.htm>

For information on schools' LA and establishment codes:

[www.edubase.gov.uk/EstablishmentFind.aspx](http://www.edubase.gov.uk/EstablishmentFind.aspx)

For information about unique pupil numbers:

[www.teachernet.gov.uk/management/tools/ims/upn](http://www.teachernet.gov.uk/management/tools/ims/upn)

For information about collecting data on pupils' ethnicity and first language:

[www.standards.DCSF.gov.uk/ethnicminorities/](http://www.standards.DCSF.gov.uk/ethnicminorities/)

For information about the identification of the gifted and talented pupil cohort and in-school provision:

<http://www.standards.DCSF.gov.uk/giftedandtalented/identification/>

For information on Connexions:

[www.connexions.gov.uk](http://www.connexions.gov.uk)

For a full list of LA codes:

<http://www.teachernet.gov.uk/docbank/index.cfm?id=9617>

For information about helping LAs raise the educational achievements of children and young people in care:

[www.DCSF.gov.uk/educationprotects](http://www.DCSF.gov.uk/educationprotects)

For information on absence/attendance

[www.DCSF.gov.uk/schoolattendance/otherinitiatives/absence.cfm](http://www.DCSF.gov.uk/schoolattendance/otherinitiatives/absence.cfm)

For information on the SEN Code of Practice

<http://www.teachernet.gov.uk/wholeschool/sen/sencodeintro/>

For guidance on data collection by type of special educational need:

[www.teachernet.gov.uk/wholeschool/sen/datatypes/](http://www.teachernet.gov.uk/wholeschool/sen/datatypes/)

For the online version of these notes of guidance:

<http://www.teachernet.gov.uk/management/ims/datacollections/sc2009/>