

Data and Statistics Division

School Census 2012

for

**Nursery Schools
(including Academies)**

in England

Preparation and Guidance

CONTENTS

1.	INTRODUCTION	
1.1	Purpose of this document.....	1
1.2	Main Changes from School Census 2011	1
1.3	Which schools will participate in the School Census?	2
1.4	Rationale behind the School Census 2012	3
1.5	Structure of the School Census.....	4
1.5.1	School and Pupil Levels.....	4
1.5.2	Three collections a year.....	4
2	COMPLETING THE SCHOOL CENSUS	
2.1	Census Dates.....	5
2.2	Process Diagram.....	6
2.3	Update school MIS with current data.....	6
2.3.1	Snapshot information on Census Day.....	7
2.3.2	School Identifier	8
2.4	Census specific data	8
2.5	Validation	8
2.6	Generating the School Census return and data checks	9
2.7	School Summary	10
2.8	Authorisation	10
2.9	Sending the School Census Return	10
2.9.1	Maintained schools	11
2.9.2	Academies	11
2.9.3	School Census Return Dates.....	11
3.	PREPARATION - DATA ITEMS REQUIRED	
3.1	What will be collected when?	13
4.	PUPIL LEVEL	
4.1	Survey Reference Dates	16
4.2	Pupil Identifiers module	16
4.2.1	Unique Pupil Number (UPN).....	16
4.2.2	Pupil's Former UPN	16
4.2.3	Pupil Surname	16
4.2.4	Pupil Forename.....	16
4.2.5	Pupil Middle Names	17
4.2.6	Pupil Date of Birth	17
4.2.7	Pupil Gender	17
4.2.8	Pupil Former Surname.....	17
4.2.9	Pupil Preferred Surname	17
4.3	Pupil Characteristics module	17
4.3.1	Disability	17
4.3.2	Free School Meal Eligibility.....	18
4.3.3	Service Children in Education Indicator	20
4.3.4	Funded Hours	21
4.3.5	Hours at Setting	22

4.4	Pupil Status module	23
4.4.1	Pupil Enrolment Status	23
4.4.2	Pupil Date of entry	27
4.4.3	Pupil Part-time Indicator.....	28
4.4.4	Pupil Boarder Indicator	28
4.4.5	Pupil's Actual National Curriculum Year Group.....	28
4.5	Special Educational Needs module.....	29
4.5.1	Pupil SEN Provision.....	29
4.5.2	Pupil SEN Type ranking.....	29
4.5.3	Pupil SEN type code	29
4.5.4	Member of SEN Unit indicator.....	29
4.5.5	Member of resourced provision indicator	30
4.6	Home Information module	30
4.6.1	SAON.....	31
4.6.2	PAON.....	31
4.6.3	Street	31
4.6.4	Locality.....	31
4.6.5	Town	31
4.6.6	Administrative Area.....	31
4.6.7	Post Town.....	32
4.6.8	Postcode.....	32
4.6.9	Address Line 1	32
4.6.10	Address Line 2.....	32
4.6.11	Address Line 3.....	32
4.6.12	Address Line 4.....	32
4.6.13	Address Line 5.....	32
4.6.14	Postcode.....	32
5	SCHOOL LEVEL	33
5.1	Survey Reference Date	33
5.2	School Characteristics module.....	33
5.2.1	LA Number.....	33
5.2.2	DfE Establishment Number.....	33
5.2.3	School Name	33
5.2.4	School Phase.....	33
5.2.5	Type of School.....	34
5.2.6	Minimum Year Group.....	34
5.2.7	Maximum Year Group.....	34
5.2.8	Intake Type	34
5.2.9	Governance	34
5.2.10	School Email Address.....	35
5.2.11	School Telephone Number	35
5.3	School Location module	35
5.3.1	SAON.....	35
5.3.2	PAON.....	35
5.3.3	Street	35
5.3.4	Locality.....	35
5.3.5	Post Town.....	35
5.3.6	Town	36
5.3.7	Administrative Area.....	36

5.3.8	Postcode.....	36
5.3.9	Address Line 1.....	36
5.3.10	Address Line 2.....	36
5.3.11	Address Line 3.....	36
5.3.12	Address Line 4.....	36
5.3.13	Address Line 5.....	36
5.3.14	Postcode.....	36
5.4	Miscellaneous module.....	36
5.4.1	Free School Meals Taken.....	36
6	CODESETS - PUPIL LEVEL.....	39
7	CODESETS - SCHOOL LEVEL.....	41
8	Links to relevant websites.....	43

Version History

1.0	<p>This section indicates the changes from the 2011 School Census Guidance Notes</p> <p>1. 2 Main Changes from School Census 2011</p> <p>a) <i>Data Item removed</i></p> <p>Usual mode of travel</p> <p>b) <i>New data item</i></p> <p>Funded Hours (Children aged under 5)</p> <p>2.3.1 Snapshot information on Census Day</p> <p>Education (Pupil Registration) (England) Regulations 2006 Link inserted to 2011 amendment to Regulation 8 which specifies the circumstances under which a pupil can be removed from the register.</p> <p>2.9.3 School Census Return Dates</p> <p>Inclusion of new table denoting deadline dates for approved School Census returns to reach the Department for the Spring, Summer and Autumn data collections.</p> <p>4.3.1 Disability</p> <p>Updated guidance on disability reflecting requirements of the Single Equality Act (2010) which incorporates the Disability Discrimination Act 2005.</p> <p>4.3.2 Free School Meal Eligibility</p> <p>New guidance denoting that Free School Meal Eligibility will be used by the Department in determining the Pupil Premium allocations for schools.</p> <p>4.3.3 Service Children in Education Indicator</p> <p>New guidance denoting that the Service Children Indicator will be used by the Department in determining the Pupil Premium allocations for schools.</p>	Richard Garbitz 23 rd September 2011
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	<p>4.3.4 Funded Hours</p> <p>Guidance on newly introduced data item of 'Funded Hours' in respect of children aged Under 5 years.</p> <p>4.4.2 Pupil Date of Entry</p> <p>Text changed to indicate that this is the last date of entry to the current school. Previously only shown as 'Date of entry to current to school'.</p> <p>4.4.3 Pupil Part-time Indicator</p> <p>Addition of new guidance. Clarification of previous guidance in line with the Education (Pupil Registration) (England) Regulations 2006.</p>	
1.1	<p>1. 2 Main Changes from School Census 2011</p> <p>c) Existing data items</p> <p>Pupil Home Address</p> <p>Text updated to indicate that the collection of pupil home address information is being re-introduced as part of the Summer and Autumn Censuses.</p> <p>3.1 What will be collected when</p> <p><i>Pupil Level</i></p> <p>Changes to Summer and Autumn columns of 'Home Information' module to signify that data will now be collected.</p> <p>4.6 Home Information module</p> <p>Text updated to indicate that the collection of pupil home address information will now be in each termly Census. Previously, this data was only collected as part of the Spring Census.</p>	Richard Garbitz 11 th November 2011

1 INTRODUCTION

1.1 Purpose of this document

This document is aimed at Local Authority Children Services and Education data teams and Maintained Nursery schools (including Academies) 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 2012

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 the Department's website at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/a0064400/school-census-2012>

Local Authorities (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 2011

a) Data item removed

Usual mode of travel

The Government have an aim of reducing the demands for data made of the front-line by the centre. In the Department for Education a review of all collections was undertaken from August 2010. The content of the School Census was studied carefully, with input from data providers in schools and LAs. The value of each data item was noted and areas selected where the burden of providing the data might outweigh the value of the information obtained, where there were serious doubts about the quality of the information or where policy changes had lessened the requirement to know about particular topics. Subsequently, recommendations were put to Ministers about the potential removal of specific data items. Ministerial approval was received in June 2011 for the removal of the above data item from the School Census.

b) New data item

Funded Hours

The data item 'Funded Hours' will be collected for all children aged under 5 in all schools (except City Technology Colleges and Non-Maintained Special Schools) to record the number of hours **funded by the LA** during Census week for the child at that establishment.

'Funded Hours' should only include the level of free entitlement to education at the setting which is attracted by the child. Any additional hours which are funded by the parent at the establishment should **not** be included within the 'Funded Hours'.

Note:

'Funded hours' are different from 'Hours at setting' which record the total number of hours spent by children aged under 5 in **education provision** at the school irrespective of who funded the hours (i.e. it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from our sources such as parents).

c) Existing data items

Pupil Home Address Information

Pupil home address information is being re-introduced as part of the Summer and Autumn Censuses. In 2011 this information was only collected as part of the Spring Census in January.

1.3 Which schools will participate in the School Census?

In 2012 the arrangements for School Census will include:

- Nursery
- Primary (including Middle deemed Primary)
- Secondary (including Middle deemed Secondary)
- City Technology Colleges
- Academies
- Special schools (including non-maintained special schools)
- Hospital special schools; and
- Service Children's Education schools (on a voluntary basis)

The maintained sector covers England only and includes Community, Foundation, Voluntary Aided and Voluntary Controlled schools.

There is no independent school participation in the 2012 School Census. Independent schools and General Hospital Schools will continue to provide data via the existing School Level Annual School Census (SLASC) collection.

Early Years settings (Private, Voluntary and Independent), 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 are issued for each of these areas.

1.4 Rationale behind the School Census 2012

The following factors are the business drivers behind the School Census 2012:

- 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 is 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 is that 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) and so the burden of collection by the Department should not be high.
- All data collected is as defined in the Common Basic Data Set (CBDS).
<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/a0058744/common-basic-data-set-cbds-database>

Analysis of individual pupil records supports the drive to raise standards, provides accurate targeting of funding, and assists the monitoring and development of policy. Examples of the uses of data collected include:

- Information about the numbers of pupils will be matched with data from the School Workforce Census 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*) and free school meals is used to monitor the Government's social inclusion policy;
- Pupil numbers are used for funding LAs and schools (including development of the new Pupil Premium) and contributing to the School and College Performance Tables exercise;

- Data will continue to be used nationally for the Standards and Testing Agency (STA) Key Stage 2 National Curriculum Test Pupil Registration process;
- The data is used to support other key areas involving LAs such as the Revenue Support Grant and LA Benchmarking Tables.

Without the above 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.

<http://www.legislation.gov.uk/ukpga/1996/56/section/537A>

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 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 the relevant data items for each Census.

2 COMPLETING THE SCHOOL CENSUS

2.1 Census Dates

Every Maintained Nursery school (including Academies) in England is required to complete three Census returns in the calendar year 2012 with one collection being held in each term. In the case of LAs that operate six term years, the Census collection will be every other term.

The Census dates are as follows:

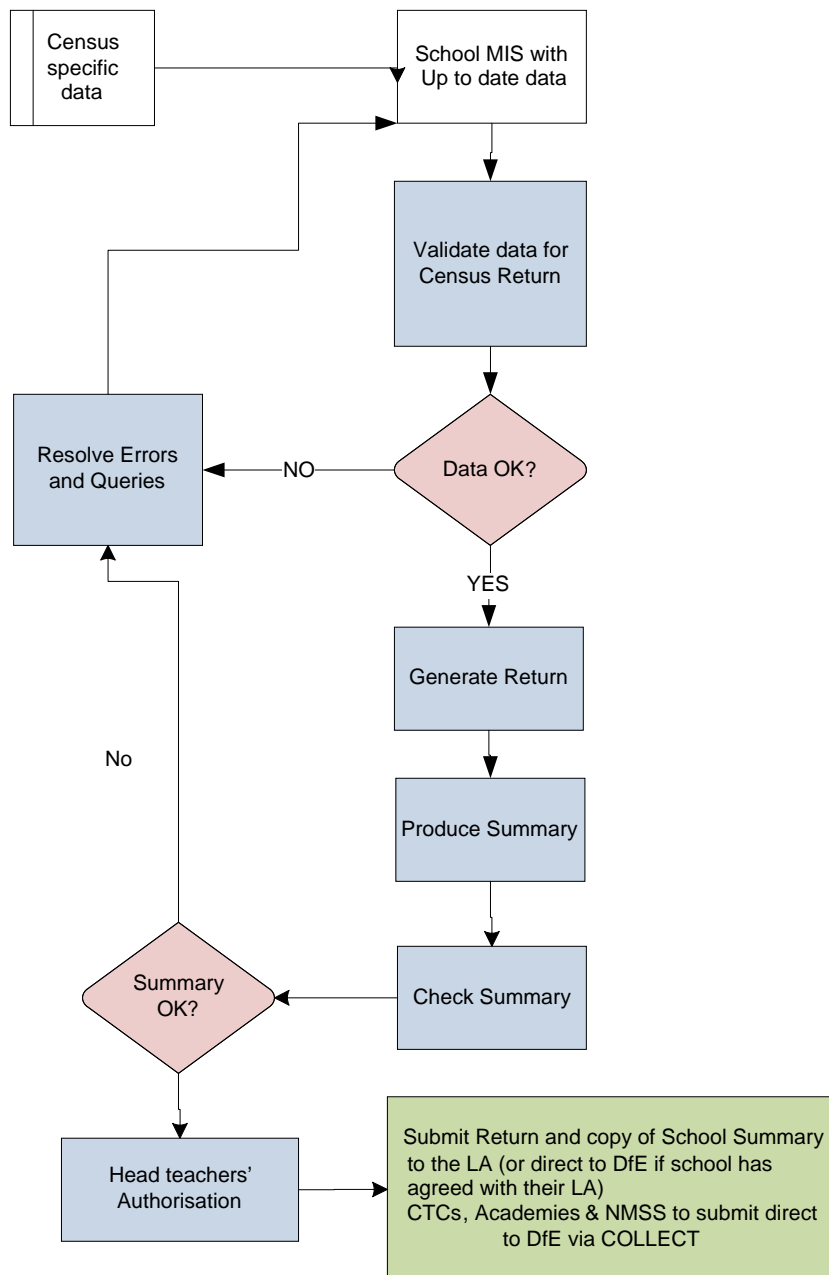
- Third Thursday in January (19th January 2012)
- Third Thursday in May (17th May 2012)
- First Thursday in October (4th October 2012)

Unusual Circumstances

If unusual circumstances impact on Census day, for example, severe weather conditions or religious observances then schools may find that the numbers of pupils and/or staff who are not present on 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 Census will be extracted automatically by your MIS and parts of them may not be edited manually. Although data validation will take place within your software it is possible that missing pupils and some incorrect data may not flag up any errors or queries. It is essential therefore that all relevant pupil data has been entered and updated in your system before the School Census return is created.

Individual data will be included in the return for the following pupils and you should therefore ensure that all relevant data for them is kept up to date.

Spring Census (January)	Summer Census (May)	Autumn Census (October)
<ul style="list-style-type: none"> All pupils on the register on the Census day 	<ul style="list-style-type: none"> All pupils on the register on the Census day 	<ul style="list-style-type: none"> All pupils on the register on the Census day

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 Regulation specifies the information that a school's admission register should contain.

<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/5/made>

The registration of pupils is governed by:

Section 434 of the Education Act 1996 which specifies that all persons who are pupils at the school must be registered.

<http://www.legislation.gov.uk/ukpga/1996/56/section/434>

and;

The Education (Pupil Registration) Regulations 2006

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

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.

<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/8/made> and a subsequent amendment set out in the Education (Pupil Registration) (England) (Amendment) Regulations 2011 at <http://www.legislation.gov.uk/ukxi/2011/1625/made>

The count on Census Day 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)**.

Of particular note is the recording of the following:

- Children of service families register 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) or 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.

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.

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 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 School Identifier

The DfE School Number is required as the identifier for the school and 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 DfE. ***If you are in any doubt about these codes, please check with your LA*** or you can determine your LA and establishment code by accessing

<http://www.edubase.gov.uk/home.xhtml>

2.4 Census specific data

Instructions as to what data is required for each of the School Census collections are given in Section 3.

2.5 Validation

Census data is used by DfE policy divisions, other government departments, LAs, external agencies and educational researchers. The data is also used for funding purposes, and as principal data for RAISEonline. Accuracy of data is, therefore, of paramount importance.

Both LAs and DfE 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 DfE that the error is acceptable.

Schools' MIS software will report most¹ validation errors and queries.

When the data is 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 is unusual or unexpected and reflects 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 DfE will question queries it is also essential to investigate them, 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 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. If you do not take MIS / ICT support from the LA, then contact your software supplier direct.

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. You will need to go through this process carefully as it will substantially reduce the number of validation errors in your return and the work needed to 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 is 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.

¹ If DfE 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 these changes in their software releases. There are also some validation checks that are only produced 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."

The code values for data items listed in Section 3 are shown in Sections 6 and 7 and will reflect the values contained in the data file which the software prepares for transmission to your LA and/or 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/or DfE. As there is no FORVUS checking exercise before publication in the Performance tables, this is the school's only opportunity to check these figures.
- If the summary is forwarded to the LA it allows them to check the return from the school
- Provides DfE with assurance that the return has been subject to some data checking by the school and LA

The summary should be inspected carefully and particular attention paid to those sections that might reveal evidence that some individual pupil data was not entered on to the system prior to generating the return e.g. free school meals or number of pupils with SEN.

DfE also recommends that the school summary be compared to the one for the previous year to highlight any anomalous data between the years. It is vital for a school to check the accuracy of data in this summary as it is this data that is submitted to DfE as an accurate reflection of the situation in the school on Census day.

As different data is submitted in each Census, the contents of the School Summary will also be different for each termly Census.

2.8 Authorisation

Once the School Census data has been submitted to DfE, either directly (for Academies) or via the LA for maintained schools, 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 if they so choose.

2.9 Sending the School Census Return

Any queries regarding this process should be directed to the **DfE Service Desk** on **01325 392626** or email dsd.helpdesk@education.gsi.gov.uk.

2.9.1 Maintained schools

Once the return has been authorised by the head teacher, it should be made available to the LA or DfE as appropriate. Maintained schools will need to consult their LAs on the arrangements for this process and check the local deadline for provision of the return. The deadline should allow sufficient time for the LA to discuss any queries about the data with the school before submitting it to DfE.

2.9.2 Academies

Once the return has been authorised by the head teacher, it should be sent directly to the Department via the COLLECT system.

2.9.3 School Census Return Dates

The deadline for all approved School Census returns to reach the Department is provided in the table below. LA Maintained schools will need to consult their individual LAs on the arrangements for this process and check the local deadline for provision of the return. The local deadline will be set as to allow the LA sufficient time to discuss any queries about the data with the school before submitting it to DfE.

Data Collection	Census Day	Deadline for Approved Returns
Spring Census	Thursday 19 th January 2012	Wednesday 15 th February 2012
Summer Census	Thursday 17 th May 2012	Wednesday 13 th June 2012
Autumn Census	Thursday 4 th October 2012	Wednesday 31 st October 2012

3 PREPARATION - DATA ITEMS REQUIRED

Most of the data collected in the School Census is that 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 2012 have been grouped into modules as follows:

Pupil Level (Section 4)	School Level (Section 5)
Pupil Identifiers	School Characteristics
Pupil Characteristics	School Location
Pupil Status	Miscellaneous
Special Educational Needs	
Home Information	

Schools are encouraged to take a look at the data items to be collected in the School Census before the start of the academic year 2011/12 so as to ensure that information is entered correctly within their MIS.

Schools should note that software suppliers are including more validation on data entry so it should not be possible to enter information in the wrong format or that which 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 is extracted for the School Census.

Codesets for individual data items are given in Sections 6 and 7.

3.1 What will be collected when?

Pupil Level

Please read in conjunction with Section 4.

On - Pupils on Roll × - Not Required

Sp - Spring Su - Summer Au - Autumn

Ref	Title	XML	MODULE	Nursery		
				Sp	Su	Au
100001	Unique Pupil Number (UPN)	UPN	PUPIL IDENTIFIERS	On	On	On
100002	Pupil's Former UPN	FormerUPN		On	On	On
100003	Pupil Surname	Surname		On	On	On
100004	Pupil Forename	Forename		On	On	On
100006	Pupil Middle Names	MiddleNames		On	On	On
100007	Pupil Date of Birth	DOB		On	On	On
100008	Pupil Gender	Gender		On	On	On
100009	Pupil former Surname	FormerSurname		On	On	On
100011	Pupil Preferred Surname	PreferredSurname		On	On	On
100469	Type of Disability	Disability		CHARACTERISTICS	On	*
100033	Pupil Free School Meal Eligibility	FSMeligible	On		On	On
100330	Service Children in Education Indicator	ServiceChild	On		*	*
100290	Funded Hours	FundedHours	On		On	On
100291	Hours at Setting	HourAtSetting	On		On	On
100060	Pupil Enrolment Status	EnrolStatus	STATUS	On	On	On
100063	Pupil Date of Entry	EntryDate		On	On	On
100065	Pupil Part-time Indicator	PartTime		On	On	On
100067	Pupil Boarder Indicator	Boarder		On	On	On
100068	Pupil's Actual National Curriculum Year Group	NCyearActual		On	On	On
100472	Pupil SEN Provision	SENprovision	SEN	On	On	On
100080	Pupil SEN Type ranking	SENtypeRank		On	*	*
100081	Pupil SEN Type code	SENtype		On	*	*
100075	Member of SEN Unit (sometimes called special class) indicator	SENunitIndicator		On	*	*
100076	Member of resourced provision indicator	ResourcedProvisionIndicator		On	*	*

Ref	Title	XML	MODULE	Nursery		
				Sp	Su	Au
100103	SAON	SAON	HOME INFO	On	On	On
100109	PAON	PAON		On	On	On
100115	Street	Street		On	On	On
100116	Locality	Locality		On	On	On
100117	Town	Town		On	On	On
100118	Administrative Area	AdministrativeArea		On	On	On
100119	Post Town	PostTown		On	On	On
100121	Postcode	Postcode		On	On	On
100128	Address Line 1	AddressLine1		On	On	On
100129	Address Line 2	AddressLine2		On	On	On
100130	Address Line 3	AddressLine3		On	On	On
100131	Address Line 4	AddressLine4		On	On	On
100132	Address Line 5	AddressLine5		On	On	On

School Level

Please read in conjunction with Section 5.

* - Not Required

Sp - Spring

Su - Summer

Au - Autumn

Ref	Title	XML	MODULE	Nursery		
				Sp	Su	Au
200001	LA Number	LEA	CHARACTERISTICS	✓	✓	✓
200002	DfE Establishment Number	Estab		✓	✓	✓
200039	School Name	SchoolName		✓	✓	✓
200006	School Phase	Phase		✓	✓	✓
200632	Type of School	SchoolType		✓	✓	✓
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	LOCATION	✓	x	x
200090	Dwelling	PAON		✓	x	x
200091	Street	Street		✓	x	x
200092	Locality	Locality		✓	x	x
200093	Town	Town		✓	x	x
200094	Administrative Area	AdministrativeArea		✓	x	x
200095	Post Town	PostTown		✓	x	x
200096	Postcode	PostCode		✓	x	x
200101	Address Line 1	AddressLine1		✓	x	x
200102	Address Line 2	AddressLine2		✓	x	x
200103	Address Line 3	AddressLine3	✓	x	x	
200104	Address Line 4	AddressLine4	✓	x	x	
200105	Address Line 5	AddressLine5	✓	x	x	
200147	Free School Meals Taken	FreeMealsTaken	MISC	✓	x	x

4 PUPIL LEVEL

4.1 Survey Reference Dates

The survey reference dates are:

2012-01-19 (Spring Census)

2012-05-17 (Summer Census)

2012-10-04 (Autumn)

These dates should be generated by your MIS but with the facility 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 required 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 <http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/upn/a0064607/upn-policy-and-practice-guidance>

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 one being retrieved from a previous school). 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 and not shortened or familiar versions.

4.2.5 Pupil Middle Names

In full and not shortened or familiar versions. If a 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

The gender of the pupil in the format of M (Male) or F (Female).

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 then record the most recently used.

4.2.9 Pupil Preferred Surname

The surname most commonly used in the school and shown in full and not in any shortened or familiar versions.

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 Disability

The collection of information on the disabled pupil population is expected to help meet the requirements of the Single Equality Act 2010 which now incorporates the Disability Discrimination Act (DDA) 2005.

Collection of disability data will be carried out as part of the Spring Census. In 2012 the submission of data will continue to be on a **voluntary basis**.

A default value of NCOL (Not Collected) should be submitted if no information about disability is gathered. Multiple entries to record a child with more than one disability are allowable.

The Equality Act states that someone is disabled if '*they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities*'.

There are three important features of this definition:

- The impairment itself
- Its effect on the person's daily life
- Its duration - whether it lasts for a year or more.

An additional two groups of children are covered by the Act. These children do not have to prove their condition has a substantial adverse effect:

- Children whose treatment (excluding glasses) offset the effect of the condition e.g. children on medication for epilepsy which is necessary to control the fits.
- Children with cancer, HIV infection, progressive conditions such as muscular dystrophy and multiple sclerosis at the point of diagnosis are all taken as meeting the criteria without proving an adverse effect, together with children with severe disfigurement

Disability is not the same as special educational needs (SEN). Almost half the children with an SEN do not meet the DDA definition of disability. Children with SEN experience difficulties in learning in school but may not have an impairment that impacts substantially on their daily life. Similarly, a significant proportion of disabled children do not have special educational needs, including those with health and mental health needs.

A toolkit is available to help schools work with parents to better identify and support children with disabilities. Research has shown that the toolkit (which includes a parental questionnaire and a range of flexible tools for schools to use with pupils) can improve the provision of information on the needs of disabled children and their families, in addition to helping schools to better meet their duties under disability and equality legislation.

The toolkit will also help schools record disability data in their management information systems.

The toolkit can be found on the Department's website at:

<http://www.education.gov.uk/childrenandyoungpeople/specialeducationalneeds/a0065985/disability-toolkit>

4.3.2 Free School Meal Eligibility

Note: Free School Meal Eligibility will be used by the Department in determining the Pupil Premium allocations for schools and, as such, it is essential that this data item is correctly recorded on the School Census.

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

- The relevant LA / school have confirmed that they are entitled to free school meals; or
- The relevant LA / school have seen the necessary documentation (e.g. a TC602 Tax Credit Award Notice) that shows that they are entitled to free school meals.

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 then 'false' should be applied.

Note: The Education (School Lunches) (Prescribed Requirements) (England) Order 2003 sets out an additional requirement for children who have not attained **compulsory school age** but receive education. These children must be registered pupils and be 'receiving education both **before and after** the lunch period' before being eligible for free school meals or a paid-for meal. This requirement was introduced from April 2003.

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

- Income Support (IS)
- Income Based Job Seekers Allowance (IBJSA)
- An income-related employment and support allowance
- 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 which from 6th April 2011 does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs*
- Guarantee element of State Pension Credit.

* Note: Where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school lunches.

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

Further information can be found at:

<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/gttl/health-safety-welfare/meals/free-meals>

It should be noted that it will not be necessary for individual schools / LAs to calculate a family's annual taxable income. The HM Revenue and Customs (HMRC) 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 HMRC 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) and it is strongly suggested that this document is used to make that assessment.

Similarly, it is strongly suggested 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.

Eligibility Checking Service

The Eligibility Checking Service (ECS) streamlines the FSM eligibility checking process for both LAs and parents. The ECS allows LAs to electronically check in a single application all the relevant data held by three Government Departments (DWP, Home Office and HMRC) in order to confirm pupils' FSM eligibility. Rather than providing paper evidence (e.g. TC602) of being in receipt of the relevant benefit, parents simply need to provide their NI number, date of birth and surname. LAs are then able to undertake an eligibility check in real time via their on-line link to the system.

The FSM Eligibility Checking System is only accessible by Local Authorities, who use it on behalf of their schools to check pupils' entitlement to free meals. Academies are not able to access the system themselves.

Since they are independent of their LA, even when the LA in which they are based is using the checking system, an Academy will not necessarily have easy access to it themselves. Some Academies have made arrangements with their LA to access the system through them, often for a fee, but the service available (and the cost of that service) varies between LAs.

4.3.3 Service Children in Education Indicator

The Service Children Indicator will be used by the Department in determining the Pupil Premium allocations for schools and, as such, it is essential that this data item is correctly recorded on the School Census.

Indicates if a child has a parent or parents who are Service personnel serving in regular HM Forces military units of all forces, or in the Armed Forces of another nation and stationed in England, 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 Ministry of Defence (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 responses are 'Yes', 'No' and 'Refused'. An additional response of 'Unknown' is held by the school to indicate where no response has been given or any 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.

4.3.4 Funded Hours

This data item records for each pupil aged 2, 3 and 4 (as at 31st August) the total number of hours they spent in **education provision** at the school which are **funded under the free entitlement to education for under 5's**. Any additional hours which are funded by other means e.g. the parent, should **NOT** be included against Funded Hours.

This information is collected in all three terms.

Funded Hours will be used to determine the Dedicated Schools Grant and Pupil Premium allocations for pupils aged Under 5 and consequently it is essential that this is recorded correctly for all pupils as part of the School Census.

The allocation of Dedicated Schools Grant (DSG) and Pupil Premium funding for pupils aged Under 5 for 2012-13 will be based on the Funded Hours recorded on the 2012 Spring Census and not the full time / part time indicator (the funding methodology will be the same as for 2011-12 except Funded Hours rather than Hours at Setting will be used). Consequently it is essential that the Funded Hours recorded on the census accurately reflect the hours at the setting (to the nearest 0.5 - see examples below) **funded under the free entitlement to education for under 5's** as this will be used to determine the funding allocation from DfE.

Examples:

- 12 hours and 0 to 14 minutes = 12.0 Hours
- 12 Hours and 15 to 44 minutes = 12.5 Hours
- 12 Hours and 45 to 59 minutes = 13.0 Hours

For funding purposes, the Funded Hours recorded on the Census will be capped at 12.5 hours per week for 2 year olds with SEN and 15 hours per week (i.e. the free entitlement) for rising 3s and pupils aged 3 at 31st August 2011. All pupils aged 4 as at the 31st August 2011 are also entitled to 15 hours free entitlement education provision. However the Department fully supports LAs who choose to fund 4 year olds full time and, therefore, Funded Hours will be capped at 25 hours for pupils aged 4 at 31st August 2011.

The table below shows the maximum Funded Hours available for pupils aged Under 5 years split by age group

	Maximum Funded Hours (Per week)
2 year olds with SEN Pupils aged 2 years at 31st December 2011 with Special Educational Needs (Born between 01/01/09 and 31/12/09)	12.5 hours
Rising 3's Pupils aged 2 years at 31st August 2011 but 3 by 31st December 2011 (Born between 01/09/08 and 31/12/08)	15 hours
3 year olds Pupils aged 3 years at 31st August 2011 (Born between 01/09/07 and 31/08/08)	15 hours
4 year olds Pupils aged 4 years at 31st August 2011 (Born between 01/09/06 and 31/08/07)	25 hours

Funded Hours should only include the hours the pupil spent in **education provision** and should therefore exclude any hours of 'childcare' and breaks where the pupils are not receiving education. Extended schools services (e.g. breakfast clubs and after school clubs) should also be excluded as they are not considered to be education provision.

4.3.5 Hours at Setting

This data item records for each pupil aged 2, 3 and 4 (as at 31st August) the total number of hours they spent in **education provision** at the school irrespective of who funded the hours (i.e. it is the total of any hours funded under the free entitlement to nursery education plus any additional hours of education funded from our sources such as parents).

This information is collected in all three terms.

This will allow the Department to monitor the hours attended at maintained settings on the same basis as private / voluntary / independent provision.

For dually registered pupils, only record the actual hours attending each school. The main registration should **only** include the hours spent in education at the main registration. The subsidiary registration should **only** include the hours spent in education there.

Hours at Setting should only include the hours the pupil spent in **education provision** (to the nearest 0.5 - see examples below)

- 12 hours and 0 to 14 minutes = 12.0 Hours
- 12 Hours and 15 to 44 minutes = 12.5 Hours
- 12 Hours and 45 to 59 minutes = 13.0 Hours

Hours at setting should exclude any hours of 'childcare' and breaks where the pupils are not receiving education. Extended schools services (e.g. breakfast clubs and after school clubs) should also be excluded as these are not considered education provision.

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.

4.4.1 Pupil Enrolment Status

This indicates the Pupil Enrolment Status using one of the registration codes supplied in the codeset (See Section 6). It is important that each pupil recorded on the School Census is assigned the correct enrolment status as that will ensure that they are correctly registered at a school in line with the Pupil Registration Regulations and ensures that funding is accurately targeted in line with published funding methodologies.

The MIS will automatically default the value of this field to 'C' - Current (Single registration at this school).

Pupils recorded as 'Guest' should **NOT** be included in the Census return.

As shown below, 'Guest' registration may now be used for the following scenarios but schools should be aware of the School Attendance guidance when applying this category:

- a) Managed / Negotiated Transfers
- b) Consortia Schools
- c) Traveller Pupils
- d) Family Units
- e) Specialised Units
- f) Inclusion Classes
- g) Purchased Tuition
- h) School-supervised off-site Education
- i) Dually Registered Pupils - Hospital Special Schools
- j) Overseas / Exchange Pupils

Please ensure that dually registered and guest pupils are recorded correctly. The following explanations relating to particular situations / scenarios concerning these categories should help schools with this.

Note: Not all of the situations / scenarios below will be relevant to nursery schools.

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

b) 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 'C' (Current - Single registration at this school)
- The providing school maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

c) Traveller Pupils

A traveller pupil may attend another school during periods when his / her parent is travelling in the course of trade or business. In such cases, the school where the pupil ordinarily 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' (Current Main - dual registration)
- The receiving school maintains the pupil's record with an Enrolment Status of 'S' (Current Subsidiary - dual registration)

d) 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 - Single registration at this school).
- 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 - Pupil not registered at this school but attending some lessons or sessions)
- 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' (Current - Single registration at this school)

e) 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 'C' (Current - Single registration at this school)

- The providing school, if it wishes to do so, maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

The guidance above is a recommendation. However, if the relevant schools agree that this is not appropriate for their local circumstances, then dual registration can be used.

f) 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 - Single registration at this school)

- The mainstream school, if it wishes to do so, maintains the pupil's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

g) 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 - Single registration at this school).

h) 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 - Single registration at this school).

i) 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 the pupil receives an education provision from the 'hospital special school' during their stay in hospital, then they can be recorded as a 'Guest' 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.

j) 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 - Pupil not registered at this school but attending some lessons or sessions) and therefore not included on the school census returns.

4.4.2 Pupil Date of entry

This is the last date of entry to the current school.

Any new schools opening who have **retained the existing establishment number** of their predecessor school should return information in the School Census as if they were a continuing school i.e. they should return historic attendance and exclusion data for the preceding term(s) before conversion. These schools should, therefore, leave the date of arrival in school (i.e. the entry date) for pupils as the date at which the pupil joined the original establishment.

However any new schools opening that have been **given a new establishment number** should give all pupils a new entry date (i.e. the day which they start at the new school) and consequently any historical exclusions and attendance data from predecessor schools must not be included in the Census return for these schools.

4.4.3 Pupil Part-time Indicator

This indicates whether a pupil is part-time in education (attends fewer than 10 sessions a week) or not. It does not indicate that a pupil is part-time at one or more establishments. A pupil attending three full days in one school and two full days in another school should not be classified by either school as part-time. The MIS will automatically default the value of this field to false as the majority of pupils will not be part-time.

In certain circumstances some pupils of compulsory school-age will be placed on a part-time timetable in order to meet their individual needs, for example when a medical condition prevents them from attending full-time, as part of a re-integration package or as part of a flexi-schooling agreement. The part-time timetable should not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time and be agreed with the pupil's parents / carers.

Compulsory school-age pupils on a part-time timetable are, by definition, not present at school for part of the week or day. They are also not attending approved educational activity and must therefore be absent from school. In agreeing to the part-time timetable the school has agreed to the absence and must therefore record it in their system as an authorised absence. This will ensure that the school has a record of the amount of education a pupil has missed and help it to identify pupils that might need additional support. Schools cannot record the pupil as "not required to attend" or that the school was closed to the pupil in question as this would contravene the regulations.

Therefore compulsory school-age pupils on a part-time timetable should be recorded as full-time with the appropriate absence code used for the sessions when they are not required to attend. **However those pupils aged Under 5 can be recorded as part-time as they are not of compulsory school age.**

Please note that the funding for pupils recorded as part-time on the School Census is halved so it is essential to ensure that these pupils are correctly recorded on the School Census.

For further guidance please see the school attendance website.

<http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendance/a009991/absence-data>

4.4.4 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)

4.4.5 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.education.gov.uk/schools/pupilsupport/sen/guidance/a0013160/the-sen-code-of-practice>

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. The most significant, or primary need, should be ranked as 1 and the secondary as 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 <http://www.education.gov.uk/schools/pupilsupport/sen/data/a0013057/data-collection-by-type-of-sen>

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)

4.5.4 Member of SEN Unit indicator

This indicator will allow the identification of pupils with SEN who are members of an SEN Unit.

SEN Units are special provisions within a mainstream school where the children are taught mainly within separate classes. Units:

- Receive additional funding from the LA specifically for the purpose of the provision;
- Cater for a specific type or types of SEN (e.g. autistic spectrum disorders);
- Are usually for pupils with statements of SEN (but may also provide support for pupils at *School Action Plus*).

Most pupils placed in units will have the unit written into their statement of special educational needs. It is unlikely that a child would be placed in a unit and receive support from resourced provision, but a school could have resourced provision for one type of need and a unit for another.

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 S (Statement). We would normally expect to see S for pupils in a unit.

4.5.5 Member of resourced provision indicator

This indicator will allow the identification of pupils who receive support for their type of SEN from a specialist resourced provision.

Resourced provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN, taught mainly within mainstream classes, but requiring a base and some specialist facilities around the school. Resourced provisions:

- Receive additional funding from the LA (specifically for the purpose of the provision);
- Cater for a specific area or areas of SEN (e.g. specific learning difficulties);
- Are usually for pupils with statements of SEN (but could include pupils at *School Action Plus*).

Most LAs include details of what will be provided through a resourced provision in a pupil's statement of special educational needs. It is extremely unlikely that a child would be placed in a unit and receive support from a resourced provision, but a school could have resourced provision for one type of need and a unit for another. 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 S (Statement). We would normally expect to see P or S for pupils supported by a resourced provision.

4.6 Home Information module

All data items should be maintained on an event driven basis. These data items will be collected **in each termly Census** and show the pupil's current address only for those whose 'Pupil Address Type' is 'C' (Current). In 2011, this information was only collected as part of the Spring Census.

Schools are able to provide the Department with their addresses in whichever format their data is currently held within their MIS - either SAON, PAON, Post Town etc 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.

Where the BS7666 format is used then the SAON and Street must be provided and at least one of Town, Locality, Administrative Area or Post Town.

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 (i.e. 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.

4.6.1 SAON

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

4.6.2 PAON

Dwelling name and/or number.

4.6.3 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.

4.6.4 Locality

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

4.6.5 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.

4.6.6 Administrative Area

Geographic area that may be the highest level local administrative area e.g. county or unitary authority.

4.6.7 Post Town

The Post Office usually assigns these based on Sorting Office.

4.6.8 Postcode

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

Or

4.6.9 Address Line 1

First line of the address.

4.6.10 Address Line 2

Second line of the address.

4.6.11 Address Line 3

Third line of the address.

4.6.12 Address Line 4

Fourth line of address.

4.6.13 Address Line 5

Fifth line of the address.

4.6.14 Postcode

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

5 SCHOOL LEVEL

5.1 Survey Reference Date

The survey reference dates are:

2012-01-19 (Spring Census)

2012-05-17(Summer Census)

2012-10-04 (Autumn Census)

These should be automatically input by your MIS, but ought to 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 codeset D00004 in the Common Basic Data Set at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/a0058744/common-basic-data-set-cbds-database>

5.2.2 DfE Establishment Number

The DfE Establishment Number is a four digit reference number allocated to each school. You can check your DfE Establishment Number by accessing

<http://www.edubase.gov.uk/home.xhtml>

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 Phase

This code indicates the phase of education offered by your school. NS is the code for Nursery schools.

Academies should use the phase appropriate to their establishment number. For example, if the Academy has an Establishment Number appropriate for a Nursery school (within the number ranges below) then they should return under that phase.

1000-1099 LA Nursery Schools

1800-1899 Direct Grant Nursery Schools

Traditional Sponsor-led Academies (i.e. those with Establishment Numbers in the range of 6905-6999) should return under the secondary phase.

5.2.5 Type of School

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

Please note that all Academies should be recorded on the School Census with School Type '49'. This means that any 'maintained schools' which have converted to an Academy or have become a 'sponsored led' Academy will need to update their School Type to '49' in their MIS.

5.2.6 Minimum Year Group

This is the lowest 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)

5.2.7 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)

5.2.8 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.

5.2.9 Governance

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

Please note that **all Academies** should be recorded on the School Census with Governance of 'CA'. This means that any 'maintained schools' which have converted to an Academy or have become a 'sponsored led' Academy will need to update their Governance to 'CA' in their MIS.

5.2.10 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 DfE correspondence.

5.2.11 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.

5.3 School Location module

Address Options

5.3.1 SAON

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

5.3.2 PAON

Dwelling name and/or number.

5.3.3 Street

Street name or street description.

5.3.4 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.

5.3.5 Post Town

The Post Office usually assigns these based on Sorting Office.

5.3.6 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.

5.3.7 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.

5.3.8 Postcode

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

Or

5.3.9 Address Line 1

First Line of Address

5.3.10 Address Line 2

Second Line of Address

5.3.11 Address Line 3

Third Line of Address

5.3.12 Address Line 4

Fourth Line of Address

5.3.13 Address Line 5

Fifth Line of Address

5.3.14 Postcode

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

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.

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, there is a DfE Helpline on 01325 392626 which they will be able to contact for further advice.

This document is posted on the DfE website at:

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/a0076969/school-census-2012>

6 CODESETS - PUPIL LEVEL

Pupil Gender	
M	Male
F	Female

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 Disability Type	
NCOL	Not Collected (the default value)
NONE	No disability
MOB	Problems with Mobility
HAND	Problems with Hand Function
PC	Problems with Personal Care
EAT	Problems with Eating and Drinking
MED	Problems with Medication
INC	Problems with Incontinence
COMM	Problems with Communication
LD	Problems with Learning
HEAR	Problems with Hearing
VIS	Problems with Vision
BEH	Problems with Behaviour
CON	Problems with Consciousness
AUT	Problems with ASD / Aspergers
DDA	Problems with Palliative Care Needs
OTH	Other Disability / Health Problem

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

7 CODESETS - SCHOOL LEVEL

School Phase	
NS	Nursery
PS	Primary
MP	Middle (Deemed Primary)
MS	Middle (Deemed Secondary)
SS	Secondary
SP	Special
EY	Early Years Settings
PR	Pupil Referral Unit
XX	Multiple Phases (Not Middle, Special or Pupil Referral Units)
NO	No Establishment (for children not on any establishment roll)

School Type	
01 = First school, 5-8	30 = Senior Comprehensive, 13-18, optional transfer
02 = First school, 5-9	31 = Senior Comprehensive, 13-18, automatic transfer
03 = First school, 5-10	32 = Senior Comprehensive, 14-18, optional transfer
04 = First and Middle school, 5-12	33 = Senior Comprehensive, 14-18, automatic transfer
05 = Middle school, 8-12, deemed Primary	36 = Non-Comprehensive Secondary - Modern
06 = Middle school, 9-13, deemed Primary	37 = Non-Comprehensive Secondary - Grammar
07 = Middle school, 9-13, deemed Secondary	38 = Non-Comprehensive Secondary - Technical
08 = Middle school, 10-13, deemed Secondary	39 = Non-Comprehensive Secondary - Other
09 = Comprehensive Upper school, 12-15/16	41 = Middle school, 10-14, deemed Secondary
10 = Comprehensive Upper school, 12-18	42 = First school, 5-7
11 = Comprehensive Upper school, 13-16	43 = First school, 7-10
12 = Comprehensive Upper school, 13-18	44 = Comprehensive Upper school, 14/15-18
16 = Infant school, 5-7/8	45 = Middle school, 9-12, deemed Primary
17 = Junior school, 7/8-11	46 = Comprehensive, Middle and Upper, 10-16
18 = Infant and Junior school, 5-11	47 = City Technology College
21 = Comprehensive all-through, 11-16	48 = Comprehensive Upper school, 11-16
22 = Comprehensive all-through, 11-18	49 = Academies
25 = Junior Comprehensive, 11-13, automatic transfer	50 = Maintained nursery
26 = Junior Comprehensive, 11-14, automatic transfer	51 = Direct grant nursery
27 = Junior Comprehensive, 11-16, optional transfer at 13	52 = Special schools
28 = Junior Comprehensive, 11-16, optional transfer at 14	53 = Hospital special school
29 = Senior Comprehensive, 13-16, automatic transfer	

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	

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
CA	Academy

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

<http://www.edubase.gov.uk/home.xhtml>

For information about unique pupil numbers

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/upn/a0064607/upn-policy-and-practice-guidance>

For a full list of LA codes see codeset D00004 in the Common Basic Data Set

<http://www.education.gov.uk/schools/adminandfinance/schooladmin/ims/datamanagement/a0058744/common-basic-data-set-cbds-database>

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

<http://www.education.gov.uk/schools/leadership/governance/guidetothelaw/b0065507/qtll/vulnerable-children/legislative-framework/promoting-achievement>

For information on the SEN Code of Practice

<http://www.education.gov.uk/schools/pupilsupport/sen/guidance/a0013160/the-sen-code-of-practice>

For guidance on data collection by type of special educational need

<http://www.education.gov.uk/schools/pupilsupport/sen/data/a0013057/data-collection-by-type-of-sen>