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Technical completion notes for local authorities and schools

Pupil Level Annual School Census (PLASC) – January 2015

(Census day: Tuesday, 13 January 2015)

Special schools

Version 1.0

Audience

Headteachers of maintained special schools, local authorities.

Status

Technical completion notes.

Date of issue

October 2014.

Further information

PLASC question and answer document available at

<http://wales.gov.uk/topics/educationandskills/schoolhome/schooldata/ims/datacollections/pupillevelannualschoolcensus/?lang=en>. You may also e-mail PLASC@wales.gsi.gov.uk or contact the Welsh Government staff below.

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These completion notes can also be found at www.wales.gov.uk/ims

Please check that the school name and contact details held by the Welsh Government for your school are correct on the Welsh Government website (select school sector from tabs at the foot of each worksheet) at www.wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en. Amendments, authorised by the headteacher, should be sent to plasc@wales.gsi.gov.uk with 'school address change' typed in the subject box.

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Changes to January PLASC 2015

1. New items added

A new governance item to capture information on federated schools has been added to section 3.4.

2. Existing items altered

No items have been altered in the collection.

3. Items removed

No items have been removed from the collection.

Further notes

- **All pupils on roll must be included in the PLASC return (including nursery pupils). PLASC pupil numbers and free school meal eligibility data will be used to finalise funding allocations. It is very important that the Head teacher is content with their accuracy of the return before submitting PLASC returns to the Welsh Government.** Please thoroughly check the reports created in DEWi to verify pupil numbers and eligibility for free school meals as **this has a major impact on future funding calculations.**
- Amendments will only be accepted via a resubmitted PLASC file before the end of the summer term and **not** during the autumn when WG will be circulating the funding calculations to LAs.
- **Note on Enrolment status - please note that only pupils with an enrolment status of M (Main) or C (Current) will be included in funding calculations i.e. pupils with an enrolment status of S (Subsidiary) or G (Guest) will not be included in funding calculations.**

Section 1: Introduction

1.1 The Pupil Level Annual Schools Census (PLASC) requires that information about pupils is provided as individual pupil records, including the pupil's name and "unique pupil number" (UPN), rather than as school totals. Information on teaching and non-teaching staff, special education qualifications and classes as taught, is also required for PLASC.

1.2 Analysis of the individual pupil records from PLASC, in conjunction with pupils' Key Stage and examination results, provides schools, LAs and central agencies with a far greater range of information than is possible with school totals thereby supporting the drive to raise standards, the more accurate targeting of funding, and the monitoring and development of policy.

1.3 It is important that the PLASC data is accurately reported by schools. **Of particular importance are the fields relating to free school meal eligibility, the pupil's postcode, EAL stage and special educational needs, and the size and medium of delivery in the school.**

1.4 The individual pupil records for PLASC will be generated automatically by your management information software (MIS) and parts of them may not be editable manually. **It is essential therefore for all relevant pupil data to be entered into your system before the PLASC return is created.** Information on teaching and non-teaching staff, special education qualifications 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 PLASC return. If you are unsure of the data that are required for PLASC 2015 then please contact your Local Authority.

1.5 Your software will carry out an extensive set of validation checks on the PLASC return, and produce reports of errors and queries. **You should attempt to resolve as many of these errors as possible before forwarding the return to your LA.** If there are still errors on the file when the return reaches the WG, then the WG may require it to be re-submitted (see section 7). The school will be required to amend the errors in their MIS and upload the revised return file through DEWi, the online, secure data transfer system. **Returns will not be edited by the WG after being submitted via DEWi.**

1.6 The provision of individual pupil records means that PLASC returns are very large and cannot readily be viewed in their entirety and visually checked for accuracy. The software therefore creates a **"school summary" of the PLASC return. This summary should be carefully scrutinised before the return is authorised and forwarded to your LA.**

1.7 The stages to producing your PLASC return are therefore:

- (a) ensure that all relevant pupil, school, teacher, teacher qualification and class data have been correctly entered into your management information system;
- (b) generate the PLASC return, keying in other non-pupil data as required;
- (c) study reports of errors and queries, and resolve as many as possible;
- (d) scrutinise the school summary closely, in particular for signs that some pupil data may not have been entered;
- (e) obtain the head teacher's authorisation and send the return, via the online data transfer system DEWi, and school summary to your Local Authority.

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

Overview

These notes are for use by maintained special schools and Local Authorities in completing the Pupil Level Annual School Census (PLASC) in January 2015. The reason for issuing these notes is so that schools and LAs are aware of the data items required by PLASC, and to assist schools in providing those data items to common definitions.

The completion notes in sections 3 to 6 describe each required item in detail, providing information where appropriate on:

- The nature of the data to be returned;
- The valid codes/categories to be used;
- Background information detailing any special caveats or situations that apply.

Sections 7 to 10 provide additional information on data scrutiny, validation and the procedure for submitting the return. Section 11 contains a data item checklist that may be used to ensure all relevant data items have been entered into the PLASC return prior to submitting it to your LA.

Section 2: Data entry and data checking

2.1 The Welsh Government has sent out to appropriate LA representatives, a list of all the pupil, teacher, class and school data items that must be entered into your system if the records within your PLASC return are to be complete and correct. If you have not seen this list, please see the list in section 11 of this guidance or contact your LA for advice.

2.2 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 PLASC return. Please go through this process carefully as it will substantially reduce the number of validation errors in your return and the work that you may need to do subsequently to resolve these. Please thoroughly check the reports created in DEWi to verify pupil numbers and eligibility for free school meals as **this has a major impact on future funding calculations.**

2.3 However neither these data checks, nor the validation rules the software subsequently applies to the PLASC return, can establish whether or not you have entered all the pupil data that should have been entered - for example that all pupils who are registered eligible for free school meals are recorded as such in your system. The validation process will issue a query if none of the pupils in the return are shown as eligible for free school meals, but if some are shown as eligible there will be no query, yet there may still be other pupils who are eligible but have not been entered as such in your system.

2.4 So, although the data checks are very important, you cannot assume that successful completion of them guarantees that all necessary data are present, and that your PLASC return will be correct. Nor does the absence of any validation errors or queries guarantee that. **You must therefore ensure that you have fully entered into your system all of the data set out in the data entry specification.**

2.5 IMPORTANT NOTE: Unless otherwise stated, all data items described in the following sections are mandatory for PLASC 2015.

Section 3: General school information

The information given in this section will be used on My Local School and Welsh Government publications, so it is very important that this is up to date and accurate.

3.1 The following **identifying details** for the school are required:

LA number Consisting of three digits in the range 660-681.

School number Consisting of four digits, in the range 7000-7999.

It is essential for both these codes to be 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 the WG.

School name In full. The full official name of the school should be entered. Check here for the name currently held by the Welsh Government for your school:
<http://wales.gov.uk/topics/statistics/about/reference/schooladdress/?lang=en>.

Amendments, authorised by the Head teacher, should be sent to plasc@wales.gsi.gov.uk with *School Address change* typed in the subject box.

Your school name should match that contained in the 'Instrument of Government'.

School Phase The valid school phase code for special schools is **SP**.

3.2 The following **contact details** for the school are required:

E-mail address The e-mail address for general school communications. N@A can be entered if the school does not have one. Please note, however, that WG may use e-mail addresses submitted in order to contact schools.

Telephone number The main contact telephone number for the school.

Internet address The internet address. Can be left blank if the school does not have one.

Fax number The main contact fax number for the school. Can be left blank if the school does not have one.

3.3 The following **characteristics** of the school are required:

School type The valid school type codes for special schools are

70 special school without post-16 provision

71 special school with post-16 provision

Head teacher's teaching commitment Should be recorded under **one** of the following categories:

1 none (*i.e. does not teach at all, or only exceptionally*)

2 on average teaches less than half a week

3 on average teaches at least half a week, but less than a full week

4 teaches full-time

School gender mix the gender mix codes for schools are:

A All (mixed)

F Female (girls only)

M Male (boys only).

Taking free school milk The **number of pupils registered on roll who had free school milk on the Census day** should be entered. This should reflect what occurred on the Census day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.

Paying for school milk The **number of pupils registered on roll who paid for school milk on the Census day** should be entered. This should reflect what occurred on the Census day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.

Full time pupils present on Census day	Of the number of pupils registered on roll, please enter the number of full time pupils who <u>were present</u> in school for at least one session on the Census day . This should only include pupils present on that day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day.
Part time pupils present on Census day	Of the number of pupils registered on roll, please enter the number of part time pupils who <u>were present</u> in school for a session on the Census day . This should only include pupils present on that day, unless the situation that day was abnormal, in which case the figure should be based on the next normal day. If part time pupils attend your school in different groups on different days then please ensure that the attendance of all groups is included. For example, Group A attends on a Monday, Tuesday and Wednesday; Group B attends on a Thursday and a Friday. Enumeration day is a Tuesday. Therefore, you should add Group A's attendance on Tuesday to Group B's attendance on Thursday.
Morning attendance by part time pupils	The number of part time pupils <u>on roll</u> who attend the school on mornings only should be entered. Include pupils who were absent from the school on Census day.
Afternoon attendance by part time pupils	The number of part time pupils <u>on roll</u> who attend the school on afternoons only should be entered. Include pupils who were absent from the school on Census day.
Other attendance arrangements for part time pupils	The number of part time pupils <u>on roll</u> who attend the school under arrangements not covered by the above should be entered e.g. attendance 2 full days a week. Include pupils who were absent from the school on Census day.
	The total of the above three fields must equal the total number of part-time pupils on roll, as calculated from the individual pupil level section.
Taking free school meals	The number of pupils registered on roll

who had a free school meal on the Census day should be entered. This should 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.

Paying for school meals

The **number of pupils registered on roll who paid for a school meal on Census day** should be entered. This should 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.

Special classes

The number of special classes in the school. All special classes should be included whether they exist separately or within a special unit.

Pupils in special classes

Please record:

The number of pupils **on roll at the school** who are in a special class;

The number of pupils **from another school** who are in a special class.

Free Breakfasts on census day

Please record:

The number of pupils who took a free breakfast on census day. This count should include all pupils (i.e. Free School Meal eligible and all other pupils).

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, you should not include data relating to any other breakfast sessions that the school may be operating.

Free Breakfasts on census day for Free School Meal eligible pupils

Please record:

The number of Free School Meal eligible pupils who took a free breakfast on census day. This count should include Free School Meal eligible pupils only.

This data will relate only to the Welsh Government's Primary School Free

Breakfast Initiative. Please note, you should not include data relating to any other breakfast sessions that the school may be operating.

Pupils who took Free Breakfasts in week prior to census day

Please record:

The number of pupils who took at least one Free Breakfast in the week prior to census day. Please note that each pupil should only be counted once, whether they had 1 or 5 Free Breakfasts. This count should include all pupils (i.e. Free School Meal eligible and all other pupils).

If the week prior to Census day is not a proper/full school week, then the data should be taken from the nearest typical full week prior to Census day.

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, you should not include data relating to any other breakfast sessions that the school may be operating.

Pupils who took Free Breakfasts in week prior to census day for Free School Meal eligible pupils

Please record:

The number of Free School Meal eligible pupils who took at least one Free Breakfast in the week prior to census day. Please note that each pupil should only be counted once, whether they had 1 or 5 Free Breakfasts. This count should include Free School Meal eligible pupils only.

If the week prior to Census day is not a proper/full school week, then the data should be taken from the nearest typical full week prior to Census day.

This data will relate only to the Welsh Government's Primary School Free Breakfast Initiative. Please note, you should not include data relating to any other breakfast sessions that the school may be

operating.

3.4 The following details on **governance** of the school are required:

Governing body

Please answer all of the following questions about the school's governing body:

Is the **head teacher a member of the school's governing body**? If the head teacher is on long term absence/sickness leave or secondment and their replacement is carrying out their Governor duties please report true.

True or False

The **number of male serving governors on the school governing body on the Census day**. Include the head teacher if he is a governor.

The **number of female serving governors on the school governing body on the Census day**. Include the head teacher if she is a governor.

The **number of Welsh speaking serving governors on the school governing body on the Census day**.

The **number of governor vacancies on the school governing body on the Census day**.

Federated governing body

If your school is part of a federated governing body please enter the unique federated governing body identifier issued by Welsh Government. If not, this field may be left blank.

3.5 The following details on **survey completion** are required:

Completion times

In hours are required for different groups of staff who contributed to the PLASC return. The valid groups are:

head teacher

acting head teacher
 deputy head teacher
 assistant head teacher
 other teacher
 administration staff
 school business manager
 other.

Under each appropriate heading enter the total time spent by staff who contributed to the PLASC return, rounding to the nearest whole hour (with 30 minutes rounded upwards). There is no need to provide data for those groups who did not contribute.

3.6 The following details **special schools specifically** are required:

Organisation of school The accommodation codes for schools are:

- D** Day Pupils
- B** Boarding Pupils
- M** Mixed (Day and Boarding)
- H** Hospital Special School.

Major (primary) Provision Type The type of Special need for which the school is formally approved to make a provision. Please enter only one code. The codes are:

- DYSL** SPLD – Dyslexia
- DYSC** SPLD – Dyscalculia
- DYSP** SPLD – Dyspraxia
- ADHD** SPLD – Attention Deficit Hyperactivity Disorder
- MLD** Moderate Learning Difficulties
- GLD** General Learning Difficulties
- SLD** Severe Learning Difficulties
- PMLD** Profound & Multiple Learning Difficulties
- BESD** Behavioural, Emotional & Social Difficulties
- SLCD** Speech, Language and Communication Difficulties
- HI** Hearing Impairment
- VI** Visual Impairment
- MSI** Multi-Sensory Impairment
- PMED** Physical and Medical Difficulties
- ASD** Autistic Spectrum Disorders
- DNA** Does not apply

Secondary provision types

In addition to the major provision type, please enter any additional provision provided by the school. Please use the same codes as above. Please enter as many as applicable to the school.

Section 4: Individual pupil data

4.1 Individual pupil data is required for:

- (a) all pupils on the register on the Census day (Tuesday, 13 January 2015);
- (b) pupils excluded (either permanently or fixed term) in the previous school year (2013/2014).

4.2 Unless specifically stated as being optional, missing values (i.e. blanks) are not allowed for any data item, and, if present, will cause a validation failure. Eligibility for free school meals (for example) must be 'true' (eligible) or 'false' (not eligible) for every pupil. Arguably it would have been possible to require only 'true' entries to be present, and for the WG to have assumed that all other pupils were not eligible. However this might not be a safe assumption – it might be that some pupils have no entry, not because they're not eligible, but because of a gap in the school's data entry. In some circumstances a school is not able to get hold of all the necessary information for a pupil on their roll, e.g. surname. In such cases the school or LA should contact WG for further guidance on how to deal with the particular scenario.

4.3 We recognise however that this could significantly increase the amount of data entry that schools need to do. To help prevent this software suppliers are, where possible, providing a "block entry" or "flood fill" facility, enabling a school with (for example) only a minority of pupils eligible for free school meals just to enter 'true' for each eligible pupil. Once the school has confirmed that it has done so for all eligible pupils, then the software will automatically insert 'false' for all remaining pupils. Please check the software specific user guide provided through your LA, or the documentation provided by your supplier, to see how to use this for this year's PLASC exercise.

4.4 The code values shown below for the various data items reflect the values contained in the data file that the software prepares for transmission to your LA and the WG. These values may not always coincide with the way the software holds the data internally or presents it to you on screen.

(a) Pupils on the register on Census day

4.5 The registration of pupils is governed by [The Education \(Pupil Registration\) \(Wales\) Regulations 2010](#). Regulation 6 specifies the information that a school's admission register should contain, and Regulation 9 the circumstances under which a pupil can be removed from the register.

4.6 Information should be provided only for pupils on the school's admission register (in accordance with Regulation 6 of [The Education \(Pupil Registration\) \(Wales\) Regulations 2010](#)) on the Census day.

Note that:

- pupils dually registered with a Pupil Referral Unit should be included, whether or not they were scheduled to attend your school on the Census day. The enrolment status of such pupils should be set to **M** or **S** as appropriate.

4.7 For each such pupil the following information should be provided:

4.7.1 The following **Identifying details for pupils** are required:

Unique pupil number (UPN) Must be a valid 13 character UPN. The software will check that no two (or more) pupils have the same UPN. Such errors should be resolved before the return is passed to your LA. If they are still present when the return is passed to the WG then it will be rejected.

Unique Learner Number (ULN) Must be a valid ten digit number with zero not allowed as the first character. ULNs can only be obtained from the Learning Records Service Learner Register. Further information and guidance on ULNs can be found at: <http://wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualificationsframework/uln/?lang=en>
For pupils aged 14 and over.

Former UPN Where the pupil has held another UPN **while at your school** (for example where a temporary UPN was allocated when the pupil was first admitted but this was subsequently replaced by a permanent UPN retrieved from a previous school). If no such former UPN exists, this field should be left blank.

Surname Full surname, as the school believes it to be.

Forename In full, not shortened or familiar versions.

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

Date of birth In the format ccyy-mm-dd.

Gender M (male) or F (female).

4.7.2 The following characteristics **for pupils** are required:

National identity National identity is the national group with which the child identifies herself or himself. The pupil's national identity, along with ethnic group, are the subject of separate guidance 'Collecting and Recording Data on Pupils' Ethnic Background' (Welsh Government Circular 006/2009). This guidance was sent to head teachers on 29 July 2009 and can be used when completing this field (as well as **ethnicity** and **ethnicity source**). The guidance can also be found at www.wales.gov.uk/ims

For 2015 national identity is required as:

WAL Welsh
ENG English
SCO Scottish
IRE Irish
BRI British
OTH Other
REF Refused
NOS Not supplied

This field may be left blank if the child was aged under 5 at 31 August 2014.

Ethnic group Ethnic background categories are split into main and sub (extended) categories. Revised guidance on 'Collecting and Recording Data on Pupils' Ethnic Background', in-line with the new categories at the main and extended level, was issued in July 2009. The changes to the ethnic categories have been made with a view to strengthening local and national ethnic monitoring and improving the quality and completeness of information available on pupils' ethnic background.

Below is the list of ethnic background categories for use in PLASC 2015:

Main codes:	Extended codes:
WBRI White - British	
WIRT Traveller	WITH Traveller of Irish Heritage
	WNAG 'New' Traveller
	WOCC Occupational Traveller
	WOTT Other Traveller
WROM Gypsy/Gypsy Roma	WBGR British Gypsy/Gypsy Roma

		WGRO	Gypsy/Gypsy Roma from Other Countries
		WOGP	Other Gypsy/Gypsy Roma
WOTH	Any other white background	WALB	Albanian
		WBOS	Bosnian- Herzegovinian
		WBUL	Bulgarian
		WCRO	Croatian
		WCZE	Czech
		WFRE	French
		WGER	German
		WGRE	Greek/Greek Cypriot
		WHUN	Hungarian
		WITA	Italian
		WKOS	Kosovan
		WLAT	Latvian
		WLIT	Lithuanian
		WMAL	Maltese
		WMON	Montenegrin
		WPOL	Polish
		WPOR	Portuguese
		WRMA	Romanian
		WRUS	Russian
		WSCA	Scandinavian
		WSER	Serbian
		WSVK	Slovakian
		WSVN	Slovenian
		WSPA	Spanish
		WTUR	Turkish/Turkish Cypriot
		WUKR	Ukrainian
		WEUR	White European Other
		WOTW	Other White
MWBC	White and Black Caribbean		
MWBA	White and Black African		
MWAS	White and Asian		
MOTH	Any Other Mixed Background	MWCH	White And Chinese
		MWOE	White -And Any Other Ethnic Group

		MABL	Asian And Black
		MACH	Asian And Chinese
		MAOE	Asian And Any Other Ethnic Group
		MBCH	Black And Chinese
		MBOE	Black And Any Other Ethnic Group
		MCOE	Chinese And Any Other Ethnic Group
		MOTM	Other Mixed Background
AIND	Indian		
APKN	Pakistani	AMPK	Mirpuri Pakistani
		AOPK	Other Pakistani
ABAN	Bangladeshi		
AOTH	Any Other Asian Background	AAFR	African Asian
		AKAS	Kashmiri
		ANEP	Nepali
		ASNL	Sinhalese
		ASLT	Sri Lankan Tamil
		AOTA	Other Asian
BCRB	Caribbean	BGHA	Ghanaian
BAFR	African	BNGN	Nigerian
		BSLN	Sierra Leonian
		BSOM	Somali
		BSUD	Sudanese
		BAOF	Other Black African
BOTH	Any other black background	BEUR	Black European
		BNAM	Black North American
		BOTB	Other Black
CHNE	Chinese or Chinese British	CHKC	Hong Kong Chinese
		CMAL	Malaysian Chinese
		CSNG	Singaporean Chinese
		CTWN	Taiwanese
		COCH	Other Chinese
OOth	Any other ethnic background	OAFG	Afghanistani
		OARA	Arab
		OEGY	Egyptian
		OFIL	Filipino
		OIRN	Irani

OIRQ	Iraqi
OJPN	Japanese
OKOR	Korean
OKRD	Kurdish
OLAM	Latin/South/Central American
OLIB	Libyan
OLEB	Lebanese
OMAL	Malay
OMRC	Moroccan
OPOL	Polynesian
OTHA	Thai
OVIE	Vietnamese
OYEM	Yemeni
OOEG	Other Ethnic Group

REFU Information refused

NOBT Information not obtained

This field may be left blank if the child was aged under 5 at 31 August 2014 and as such the Ethnicity report on DEWi will only include pupils aged 5 and over.

Source of ethnic background data

The possible values of the source code are:

- C** provided by the child (i.e. pupil)
- P** provided by the parent
- S** ascribed by the current school
- T** ascribed by a previous school
- O** other (or not known).

Free school meal eligibility

True (eligible) or **False** (not eligible).

Children whose parents receive the following support payments are entitled to receive free school meals in maintained schools in Wales:

- Income Support
- Income Based Jobseekers Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and their annual income does not exceed £16,190
- Guarantee element of State Pension Credit.
- Working Tax Credit 'run-on'- the payment someone may receive for a further four weeks after they stop

- qualifying for Working Tax Credit
- Universal Credit

Children who receive income related employment and support allowance, Universal Credit, Income Support or Income Based Job Seekers Allowance in their own right are also eligible to receive Free School Meals.

Pupils should only be recorded as eligible if they have applied for free school meals to the local authority and (1) the relevant authority has confirmed their eligibility, or (2) final confirmation of eligibility is still awaited but the school has seen documents that strongly indicate eligibility.

In care	<p>Is the child “looked after” on the day of the Census. Under the Children’s Act 1989, a child is looked after by a Local Authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority. They fall into 4 main groups: (i) children who are accommodated under a voluntary agreement with their parents (Section 20); (ii) children who are the subject of a care order (Section 31) or interim care order (Section 38); (iii) children who are subject of emergency orders for the protection of the child (Section 44 and 46); (iv) children who are compulsorily accommodated. This includes children remanded to the Local Authority or subject to a criminal justice supervision order with a residence requirement (Section 21). In all cases Social Services would be involved. Pupils ‘looked after’ who fall into the above groups should be reported as 'Looked after' on the schools PLASC return. True (Yes) or False (No).</p>
Care authority	<p>The three digit LA code for the Local Authority under which the child is in care. Value in the range 660-681 or a valid UK LEA code or XXX if the child is not in care on the day of the Census but has been in care at some point in time whilst on roll at the current school.</p>
In care at current school	<p>Has the child ever been in care whilst at the current school? True (Yes) or False (No).</p>
First Language	<p>The First Language codes are split into main and sub codes. Guidance on ‘Collecting and Recording data on pupils’ first language’, was issued in January 2012 and can be found at http://wales.gov.uk/topics/educationandskills/publications/guidance/collectingdata/?lang=en.</p>

Below is the list of First Language codes for use in PLASC 2015:

Main Code:	Sub Code:	Descriptor:
ABA		English and/or Welsh/Cymraeg
ACL		Acholi
ADA		Adangme
AFA		Afar-Saho
AFK		Afrikaans
AKA		Akan/Twi-Fante
AKA	AKAF	Akan (Fante)
AKA	AKAT	Akan (Twi/Asante)
ALB		Albanian/Shqip
ALU		Alur
AMR		Amharic
ARA		Arabic
ARA	ARAA	Arabic (Any Other)
ARA	ARAG	Arabic (Algeria)
ARA	ARAI	Arabic (Iraq)
ARA	ARAM	Arabic (Morocco)
ARA	ARAS	Arabic (Sudan)
ARA	ARAY	Arabic (Yemen)
ARM		Armenian
ASM		Assamese
ASR		Assyrian/Aramaic
AYB		Anyi-Baule
AYM		Aymara
AZE		Azeri
BAI		Bamileke (Any)
BAL		Balochi
BEJ		Beja/Bedawi
BEL		Belarusian
BEM		Bemba
BHO		Bhojpuri
BIK		Bikol
BIS		Bislama
BLT		Balti Tibetan
BMA		Burmese/Myanma
BNG		Bengali
BNG	BNGA	Bengali (Any Other)
BNG	BNGC	Bengali (Chittagong/Noakhali)
BNG	BNGS	Bengali (Sylheti)
BSL		British Sign Language
BSQ		Basque/Euskara
BUL		Bulgarian
CAM		Cambodian/Khmer
CAT		Catalan

CCE		Caribbean Creole English
CCF		Caribbean Creole French
CGA		Chaga
CGR		Chattisgarhi/Khatahi
CHE		Chechen
CHI		Chinese
CHI	CHIA	Chinese (Any Other)
CHI	CHIC	Chinese (Cantonese)
CHI	CHIH	Chinese (Hokkien/Fujianese)
CHI	CHIK	Chinese (Hakka)
CHI	CHIM	Chinese (Mandarin/Putonghua)
CKW		Chokwe
CRN		Cornish
CTR		Chitrالي/Khowar
CWA		Chichewa/Nyanja
CZE		Czech
DAN		Danish
DGA		Dagaare
DGB		Dagbane
DIN		Dinka/Jieng
DUT		Dutch/Flemish
DZO		Dzongkha/Bhutanese
EBI		Ebira
EDO		Edo/Bini
EFI		Efik-Ibibio
ESA		Esan/Ishan
EST		Estonian
EWE		Ewe
EWO		Ewondo
FAN		Fang
FIJ		Fijian
FIN		Finnish
FON		Fon
FRN		French
FUL		Fula/Fulfulde-Pulaar
GAA		Ga
GAE		Gaelic/Irish
GAL		Gaelic (Scotland)
GEO		Georgian
GER		German
GGO		Gogo/Chigogo
GKY		Kikuyu/Gikuyu
GLG		Galician/Galego
GRE		Greek

GRE		Greek (Any Other)
GRE	GREA	Greek (Cyprus)
GRN	GREC	Guarani
GUJ		Gujarati
GUN		Gurenne/Frafra
GUR		Gurma
HAU		Hausa
HDK		Hindko
HEB		Hebrew
HER		Herero
HGR		Hungarian
HIN		Hindi
IBA		Iban
IDM		Idoma
IGA		Igala
IGB		Igbo
IJO		Ijo (Any)
ILO		Ilokano
ISK		Itsekiri
ISL		Icelandic
ITA		Italian
ITA	ITAA	Italian (Any Other)
ITA	ITAN	Italian (Napoletan)
ITA	ITAS	Italian (Sicilian)
JAV		Javanese
JIN		Jinghpaw/Kachin
JPN		Japanese
KAM		Kikamba
KAN		Kannada
KAR		Karen (Any)
KAS		Kashmiri
KAU		Kanuri
KAZ		Kazakh
KCH		Katchi
KGZ		Kirghiz/Kyrgyz
KHA		Khasi
KHY		Kihaya/Luziba
KIN		Kinyarwanda
KIR		Kirundi
KIS		Kisi (West Africa)
KLN		Kalenjin
KMB		Kimbundu
KME		Kimeru
KNK		Konkani
KNY		Kinyakyusa-Ngonde
KON		Kikongo
KOR		Korean
KPE		Kpelle
KRI		Krio
KRU		Kru (Any)
KSI		Kisii/Ekegusii

KSU		(Kenya)
KUR		Kisukuma
KUR	KURA	Kurdish
KUR	KURM	Kurdish (Any Other)
KUR	KURS	Kurdish (Kurmanji)
LAO		Kurdish (Sorani)
LBA		Lao
LBA	LBAC	Luba
		Luba
LBA	LBAK	(Chiluba/Tshiluba)
LGA		Luba (Kiluba)
LGB		Luganda
LGS		Lugbara
LIN		Lugisu/Lumasaba
LIT		Lingala
LNG		Lithuanian
LOZ		Lango (Uganda)
LSO		Lozi/Silozi
LTV		Lusoga
LTZ		Latvian
LUE		Luxemburgish
LUN		Luvale/Luena
LUO		Lunda
		Luo
		(Kenya/Tanzania)
LUY		Luhya (Any)
MAG		Magahi
MAI		Maithili
MAK		Makua
MAN		Manding/Mandekan
MAN	MANA	Manding/Mandekan
		(Any Other)
MAN	MANB	Manding (Bambara)
MAN	MANJ	Manding
		(Dyula/Jula)
MAO		Maori
MAR		Marathi
MAS		Maasai
MDV		Maldivian/Dhivehi
MEN		Mende
MKD		Macedonian
MLG		Malagasy
MLM		Malayalam
MLT		Maltese
MLY		Malay/Indonesian
MLY	MLYA	Malay (Any Other)
MLY	MLYI	Indonesian/Bahasa
		Indonesia
MNA		Magindanao-
		Maranao
MNG		Mongolian

MNX		(Khalkha)
MOR		Manx Gaelic
MSC		Moore/Mossi
		Mauritian/Seychelles Creole
MUN		Munda (Any)
MYA		Maya (Any)
NAH		Nahuatl/Mexicano
NAM		Nama/Damara
NBN		Nubian (Any)
NDB		Ndebele
NDB	NDBS	Ndebele (South Africa)
NDB	NDBZ	Ndebele (Zimbabwe)
NEP		Nepali
NOR		Norwegian
NUE		Nuer/Naadh
NUP		Nupe
NWA		Newari
NZM		Nzema
OAM		Ambo/Oshiwambo
OAM	OAMK	Ambo (Kwanyama)
OAM	OAMN	Ambo (Ndonga)
OGN		Ogoni (Any)
ORI		Oriya
ORM		Oromo
OTL		Other Language
PAG		Pangasinan
PAM		Pampangan
PAT		Pashto/Pakhto
PHA		Pahari/Himachali (India)
PHR		Pahari (Pakistan)
PNJ		Panjabi
PNJ	PNJA	Panjabi (Any Other)
PNJ	PNJG	Panjabi (Gurmukhi)
PNJ	PNJM	Panjabi (Mirpuri)
PNJ	PNJP	Panjabi (Pothwari)
POL		Polish
POR		Portuguese
POR	PORA	Portuguese (Any Other)
POR	PORB	Portuguese (Brazil)
PRS		Persian/Farsi
PRS	PRSA	Persian/Farsi (Any Other)
PRS	PRSD	Persian (Dari)
PRS	PRST	Persian (Tajiki)
QUE		Quechua
RAJ		Rajasthani/Marwari

RME		Romany/English Romanes
RMI		Romani (International)
RMN		Romanian
RMN	RMNM	Romanian (Moldova)
RMN	RMNR	Romanian (Romania)
RMS		Romansch
RNY		Runyakitara
RNY	RNYN	Runyankore- Ruchiga
RNY	RNYO	Runyoro-Rutooro
RUS		Russian
SAM		Samoan
SCB		Serbian/Croatian/Bo snian
SCB	SCBB	Bosnian
SCB	SCBC	Croatian
SCB	SCBS	Serbian
SCO		Scots
SHL		Shilluk/Cholo
SHO		Shona
SID		Sidamo
SIO		Sign Language (Other)
SLO		Slovak
SLV		Slovenian
SND		Sindhi
SNG		Sango
SNH		Sinhala
SOM		Somali
SPA		Spanish
SRD		Sardinian
SRK		Siraiki
SSO		Sotho/Sesotho
SSO	SSOO	Sotho/Sesotho (Southern)
SSO	SSOT	Sotho/Sesotho (Northern)
SSW		Swazi/Siswati
STS		Tswana/Setswana
SWA		Swahili/Kiswahili
SWA	SWAA	Swahili (Any Other)
SWA	SWAC	Comorian Swahili
SWA	SWAK	Swahili (Kingwana)
SWA	SWAM	Swahili (Brava/Mwiini)
SWA	SWAT	Swahili (Bajuni/Tikuu)

SWE		Swedish
TAM		Tamil
TEL		Telugu
TEM		Temne
TES		Teso/Ateso
TGE		Tigre
TGL		Tagalog/Filipino
TGL	TGLF	Filipino
TGL	TGLG	Tagalog
TGR		Tigrinya
THA		Thai
TIB		Tibetan
TIV		Tiv
TMZ		Berber/Tamazight
TMZ	TMZA	Berber/Tamazight (Any Other)
TMZ	TMZK	Berber/Tamazight (Kabyle)
TMZ	TMZT	Berber (Tamashek)
TNG		Tonga/Chitonga (Zambia)
TON		Tongan (Oceania)
TPI		Tok Pisin
TRI		Traveller Irish/Shelta
TSO		Tsonga
TUK		Turkmen
TUL		Tulu
TUM		Tumbuka
TUR		Turkish
UKR		Ukrainian
UMB		Umbundu
URD		Urdu
URH		Urhobo-Isoko
UYG		Uyghur
UZB		Uzbek
VEN		Venda
VIE		Vietnamese
VSY		Visayan/Bisaya
VSY	VSYA	Visayan/Bisaya (Any Other)
VSY	VSYH	Hiligaynon
VSY	VSYS	Cebuano/Sugbuano n
VSY	VSYW	Waray/Binisaya
WAP		Wa-Paraok (South- East Asia)
WCP		West-African Creole Portuguese
WOL		Wolof
WPE		West-African Pidgin

XHO	English
YAO	Xhosa
YDI	Yao/Chiyao (East Africa)
YOR	Yiddish
ZND	Yoruba
ZUL	Zande
ZZX	Zulu
ZZZ	Refused Classification
	Pending

This field may be left blank if the child was aged under 5 at 31 August 2014.

Language Type The only valid value for language type is:

F First language

Language Source The possible values for the language source are:

C Provided by the child (i.e. pupil)
P Provided by the parent
S Ascribed by the current school
T Ascribed by a previous school
O Other

4.7.3 The following status details **for pupils** are required:

Enrolment status The enrolment status of the pupil. Valid values are:

C Current (single registration)
M Current Main (dual registration)
S Current subsidiary (dual registration)
G Guest pupil.

There is no formal definition for a guest pupil and this code should not generally be used.

Data for individuals with an enrolment status of Guest will not be included in the PLASC return, thus the information will not be included in formulae calculations for RSG or NPFS and no results information for such an individual would be included in the calculation of performance statistics.

All nursery pupils must be recorded on the PLASC return regardless of their source of funding.

Date of entry to current school	In the format ccyy-mm-dd. Must be a date on or before the Census day, Tuesday 13 January 2015.
Part-time indicator	<p>True (Yes) or False (No)</p> <p>Part-time attendance is anything less than 10 sessions per week in education. It is expected that all pupils of statutory school age will be in full-time education. For pupils aged 5 or over on 31 August 2012, your software should automatically insert a value 'False' (which can be amended to true if this is the case). Pupils aged 5 or over should be marked as full time even if they attend some sessions outside your school, as long as the total number of sessions per week is 10 or more. The total number of pupils having "True" as the answer to this question should equal the total of the morning, afternoon and other attendance by part time pupils fields.</p>
Boarder	<p>Is the child a boarder at the school? Valid values are:</p> <p>B Boarder, nights per week not specified 6 Boarder, six nights a week or less 7 Boarder, seven nights a week N Not a boarder.</p> <p>If the school is a hospital school this field should be left blank for each pupil.</p>
Year group	<p>The year group in which the pupil is taught for the majority of their time, regardless of their chronological age. The following values will apply to the majority of cases (ages are as at the previous 31 August):</p> <p>N1 nursery, age less than 3 N2 nursery, age greater than or equal to 3 but less than 4 R reception 1-14 year groups 1-14.</p>
Home postcode	<p>Please check that the information provided is compatible with one of the valid postcode formats, which are:</p> <p style="text-align: center;">An nAA Aan nAA AnA nAA Ann nAA AAnA nAA AAnn nAA</p>

where 'A' denotes an upper case letter and 'n' a number

from 0 to 9. Common mistakes when recording postcodes are to confuse letters with similar looking numbers (e.g. letter 'O' with number zero), to omit the central space, or include a trailing full stop. Any of these will cause the postcode to be rejected as invalid.

The software should convert any 'O' at the start of the second postcode block to a 0 (zero), and to convert double spaces between postcode blocks to single spaces.

An additional check was added in 2012: for the second part of a postcode after the space (e.g. XXX **XXX**), the characters CIKMOV are now not allowed.

The expectation is that schools will be able to provide a valid home postcode for the great majority of their pupils. However in any individual cases where home postcode is not known, this field should be left blank.

4.7.4 The following Special Educational Needs details **for pupils** are required:

More detailed guidance on changes to SEN data items and selecting appropriate values was issued to LAs and schools as Welsh Government Circular No: 012/2013 'Guidance for School Information Management Systems: Guidance to support the recording of Pupils' Special Educational Needs on School Information Management Systems'. This document can be found at:

<http://wales.gov.uk/topics/educationandskills/publications/circulars/guidance-for-school-information-management-systems/?lang=en>

Pupil SEN provision

The SEN provision (previously known as SEN status or stage) of the pupil. Further guidance can be found in the code of practice issued in 2002. This guidance can also be found at <http://learning.wales.gov.uk/resources/special-education-needs-code-of-practice/?lang=en> and in the guidance document listed above. The valid codes are:

- A** School Action
- P** School Action Plus
- S** Statemented.

Please note that Q is no longer a valid value. If a pupil has Q recorded then this will be automatically mapped to P when the PLASC return is created by your software.

All pupils must be assigned one of the codes

above.

Major (primary) special need

The major special need of a pupil. If the pupil has a statement then it should reflect the need contained on that statement. If the pupil is in the process of being assessed or referred prior to possible statementing, (codes A or P above) but has not yet been formally stated, then the school should enter the code which is most appropriate to the nature of the special provision provided. The valid codes are:

- DYSL** SPLD – Dyslexia
- DYSC** SPLD – Dyscalculia
- DYSP** SPLD – Dyspraxia
- ADHD** SPLD – Attention Deficit Hyperactivity Disorder
- MLD** Moderate Learning Difficulties
- GLD** General Learning Difficulties
- SLD** Severe Learning Difficulties
- PMLD** Profound & Multiple Learning Difficulties
- BESD** Behavioural, Emotional & Social Difficulties
- SLCD** Speech, Language and Communication Difficulties
- HI** Hearing Impairment
- VI** Visual Impairment
- MSI** Multi-Sensory Impairment
- PMED** Physical and Medical Difficulties
- ASD** Autistic Spectrum Disorders
- DNA** Does not apply

Secondary special need(s)

Using the same codes as above, please describe any secondary special needs the pupil may have. Your software may allow you to enter more than one secondary need but the WG only requires data for one secondary need.

Please note that this item is optional and may be left blank for 2015.

SEN provision of support

For any pupil identified as having a SEN Provision of A, P or S, please provide information on the provision of support for the pupil in each of the four following areas and from the valid codes listed under each:

Curriculum and Teaching Methods

- CT1 Some targeted differentiation
- CT2 Significant and targeted differentiation
- CT3 Some curriculum modifications
- CT4 Significant curriculum modifications

Grouping and Support

- GS1 Occasional additional support in class
- GS2 Targeted and sustained additional support
- GS3 Small group class provision
- GS4 Mostly small group provision

Specialised resources

- SR1 Periodic access to standard equipment
- SR2 Individual access to normally available equipment
- SR3 Individual access to specialised equipment
- SR4 Dedicated access to highly specialised equipment

Advice and Assessment

- AA1 School based assessment
- AA2 External advice/assessment
- AA3 Specialised assessments
- AA4 Multi-agency assessments

Pupils excluded (both permanently and fixed term) in the 2013/2014 school year

4.8 Data items must pass the relevant validation rules.

4.9 Exclusions should not be counted if they were withdrawn by the head teacher, or the pupil was reinstated by the discipline committee, or by an independent appeal panel.

4.10 Exclusions should be counted if the exclusion date fell within the period **1 September 2013 to 31 August 2014**, where the exclusion date is when:

- an independent appeal panel upheld the permanent exclusion; or
- the prescribed period for an appeal expired and the parent had not notified the LA of any intention to appeal; or
- the parent notified the LA in writing that they did not intend to appeal;

or

- the parent, having notified the LA of their intention to appeal, subsequently withdrew from the appeal process.

4.11 For each such permanent exclusion the information to be provided about the pupil is:

UPN Expected to be present and a valid 13 character UPN. However if the pupil had not in fact been allocated a UPN by the time they were excluded, then a UPN should **not** be allocated now solely for the purposes of this return. The absence of a UPN will generate a validation query, but if this correctly reflects the position at the time of exclusion, then the query should be ignored;

ULN Must be a valid ten digit number with zero not allowed as the first character. ULNs can only be obtained from the Learning Records Service Learner Register. Further information and guidance on ULNs can be found at:
<http://wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualificationsframework/uln/?lang=en>

For pupils aged 14 and over.

Surname Full surname, as the school believes it to be.

Forename In full, not shortened or familiar versions.

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

Date of birth In the format ccyy-mm-dd.

Gender **M** (male) or **F** (female).

In addition, the following information about the permanent exclusion should be provided:

Exclusion Reason

Valid exclusion reason codes for 2015 are:

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

ULN

Must be a valid ten digit number with zero not allowed as the first character. ULNs can only be obtained from the Learning Records Service Learner Register. Further information and guidance on ULNs can be found at:

<http://wales.gov.uk/topics/educationandskills/qualificationsinwales/creditqualificationsframework/uln/?skip=1&lang=en>

For pupils aged 14 and over.

Exclusion Category

For permanent exclusions the only category is:

Permanent	PERM
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Start date of exclusion

In the format ccyy-mm-dd.

For fixed term exclusions, the following information is required:

UPN

Expected to be present and a valid 13 character UPN. However if the pupil had not in fact been allocated a UPN by the time they were excluded, then a UPN should not be allocated now solely for the purposes of this return. The absence of a UPN will generate a validation query, but if this correctly reflects the position at the time of exclusion, then the query should be ignored.

Surname

Full surname, as the school believes it to be.

Forename	In full, not shortened or familiar versions.																								
Middle name(s)	In full, not shortened or familiar versions. If the pupil has no middle name(s) then this field should be left blank.																								
Date of birth	In the format ccyy-mm-dd.																								
Gender	M (male) or F (female).																								
Exclusion Reason	Valid exclusion reason codes for 2015 are: <table> <tr> <td>Physical assault against a pupil</td> <td>PP</td> </tr> <tr> <td>Physical assault against an adult</td> <td>PA</td> </tr> <tr> <td>Verbal abuse/threatening behaviour against a pupil</td> <td>VP</td> </tr> <tr> <td>Verbal abuse/threatening behaviour against an adult</td> <td>VA</td> </tr> <tr> <td>Bullying</td> <td>BU</td> </tr> <tr> <td>Racist abuse</td> <td>RA</td> </tr> <tr> <td>Sexual misconduct</td> <td>SM</td> </tr> <tr> <td>Drug and alcohol related</td> <td>DA</td> </tr> <tr> <td>Damage</td> <td>DM</td> </tr> <tr> <td>Theft</td> <td>TH</td> </tr> <tr> <td>Persistent disruptive behaviour</td> <td>DB</td> </tr> <tr> <td>Other</td> <td>OT</td> </tr> </table>	Physical assault against a pupil	PP	Physical assault against an adult	PA	Verbal abuse/threatening behaviour against a pupil	VP	Verbal abuse/threatening behaviour against an adult	VA	Bullying	BU	Racist abuse	RA	Sexual misconduct	SM	Drug and alcohol related	DA	Damage	DM	Theft	TH	Persistent disruptive behaviour	DB	Other	OT
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Drug and alcohol related	DA																								
Damage	DM																								
Theft	TH																								
Persistent disruptive behaviour	DB																								
Other	OT																								
Exclusion Category	For fixed-term exclusions the only category is: <table> <tr> <td>Fixed-term</td> <td>FIXD</td> </tr> </table>	Fixed-term	FIXD																						
Fixed-term	FIXD																								
Start date of exclusion	In the format ccyy-mm-dd.																								

Section 5: Teaching and support staff qualifications

5.1 This section is mandatory asks for details of all **qualified teachers** and **support staff** in the school. Data on teacher qualifications and special education qualifications are also needed.

5.2 You should **INCLUDE**:

- (a) staff temporarily absent (for less than a term);
- (b) staff covering anyone on long term absence/sickness leave or secondment (of a term or longer);
- (c) relief/supply staff filling a nominal vacancy;

5.3 You should **EXCLUDE**:

- (d) anyone on long term absence/sickness leave or secondment (of a term or longer);
- (e) relief/supply staff covering short term absences and any vacancies not filled by relief/supply staff;
- (f) students on initial training courses who are attending the school on teaching practise;
- (g) persons gaining experience prior to possible entry to a Council for Awards in Children’s Care and Education (CACHE) course;
- (h) persons engaged as unpaid ‘helpers’.

5.4 The information required is set out in a series of diagrams below. These diagrams may not necessarily correspond exactly to any screen displayed by your software, although there may be some resemblance.

5.5 For **full time** staff, enter the total number of staff by category and, for head teacher, acting head teacher, deputy head teacher, assistant head teacher or other qualified teachers only, the number of staff on contracts of one year or less.

5.6 For **part time** staff, enter the number of staff and, for deputy head teacher, or other qualified teachers, the number on contracts of one year or less. In addition, enter the **total directed hours per week**. “Directed hours” are the average hours per week for which a teacher contracted to work, including assembly but excluding lunch breaks. A full-time teacher is considered to work 32.5 directed hours per week (there is no need to enter hours for full-time teachers). The weekly directed hours of part-time teachers should be calculated on a pro rata basis. So, for example, if the school has two part time teachers, one contracted to work 0.5 of the week (16.25 hours) and the other contracted to work 0.9 of the week (29.25 hours). The total number of hours worked by the two teachers in a given week is 16.25 + 29.25 hours = 45.5 hours. The total should be rounded to the nearest whole number

of hours (rounding 0.5 upwards), so in this example the school would enter 46 hours, i.e. the total, under the category in which those two staff are counted.

5.7 Where a member of staff is shared by two schools, the portion of time spent at the establishment should be reported for each school, or, the member of staff's full hours should be reported at one establishment only. The full hours for one member of staff should not be reported at more than one establishment

5.8 Where qualified teachers form a 'pool' to service schools, they should either be included as **peripatetic** if they visit varying numbers of schools, or as **part time** teachers if they regularly teach in a specified school or schools.

5.9 For **support staff**, enter the number of full-time and part-time staff, and for part time staff, the total directed hours per week. A full-time support staff member is considered to work 32.5 directed hours per week (there is no need to enter hours for full-time staff). Staff who work a full week but only during term time should be entered as full time.

5.10 Where a headcount is skewed by job sharing or part-time staff undertaking more than one role in the school, the full-time equivalent count should take precedence over the headcount.

5.11 Support staff who are present in a class specifically for one-to-one work *are* to be included in this count of staff in the school.

Teacher qualifications

5.12 Please enter the number of **full time qualified teachers** (codes HT, AC, DH, AS, or QT) with one of the listed qualifications. Teachers with more than one qualification should be entered in more than one category.

Special education qualifications

5.13 Please enter the number of teachers (both full and part time) holding one or recognised qualifications in Special Education. Each full or part time qualified teachers should be included **only once**. Also include:

- (a) teachers holding a recognised qualification as a teacher of the blind or deaf or a diploma awarded on completion of a one year course;
- (b) a 2/3 year part time course for qualified teachers in the education of handicapped children.

5.14 All information on teacher and support staff is required by **gender**.

5.15 The valid categories and codes for teaching and support staff are as follows:

Teachers:

Teacher category:

HT Head teacher

AC	Acting head teacher
DH	Deputy head teacher
AS	Assistant head teacher
QT	Other Qualified teachers
OT	Other teachers (not QTS status but not 'unqualified' i.e. those covered by Education Specified Work and Registration)
FA	Trainees on Initial Teacher Training courses
PT	Foreign language assistants ¹
	Peripatetic teachers in school on enumeration date

¹ Foreign language assistants should only be included if they are funded by Welsh Government.

Support Staff:

HL	Higher Level Teaching Assistant (HLTA) ¹
TA	Teaching Assistants ²
SN	Special needs support staff ³
PS	Pastoral support staff ⁴
ME	Matrons/nurses/medical staff (including NHS employees)
TE	Laboratory or workshop technicians
LI	Librarians and library assistants
EO	Examinations Officers
AO	Other administration staff
BM	School Business Manager or equivalent

¹ Support staff should only be reported in the HLTA category if they have been formally awarded HLTA status having successfully completed the assessment process administered by the Welsh Government in Wales or the equivalent body in England and are deployed in a HLTA capacity for part or all of the week.

Where a member of support staff is contracted to work as both an HLTA and a TA for different parts of the week, they should be reported in the HLTA category.

² Teaching Assistants are those who work directly with pupils to support learning including Cover Supervisors.

³ Special needs support staff are those deployed specifically to support pupils assessed as having ALN/SEN.

⁴ Pastoral support staff are those who work directly with pupils to support welfare, behaviour, and other pastoral issues, including attendance.

5.16 Information is required as per the following diagrams. Data are not required for those cells which are greyed out. These tables may not necessarily correspond to the way the information is presented to you on your screen.

(a) Full time teaching staff

	Male		Female	
	Total	of which on contracts of one year or less	Total	of which on contracts of one year or less
Head teacher				
Acting head teacher				
Deputy head teacher				
Assistant head teacher				
Other qualified teachers				
Other teachers (not QTS status but not 'unqualified')				
Trainees on Initial Teacher Training courses				
Peripatetic teachers in school on the enumeration date				

(b) Part time teaching staff

	Male				Female			
	All staff		Those on contracts of one year or less		All staff		Those on contracts of one year or less	
	Number	Total directed hours per week	Number	Total directed hours per week	Number	Total directed hours per week	Number	Total directed hours per week
Head teacher								
Acting head teacher								
Deputy head teacher								
Assistant head teacher								
Other qualified teachers								
Other teachers (not QTS status but not 'unqualified')								
Trainees on Initial Teacher Training courses								
Peripatetic teachers in school on the enumeration date								

(c) Teaching Welsh

Information is only required for head teacher, acting head teacher, deputy head teacher, assistant head teacher or other qualified teachers.

	Full time teachers				Part time teachers			
	Male	Hours per week	Female	Hours per week	Male	Hours per week	Female	Hours per week
Teaching Welsh as a first language								
Teaching other subjects through the medium of Welsh								
Teaching Welsh as a second language only								
Able or qualified to teach Welsh but not doing so								
Not qualified to teach Welsh or through the medium of Welsh								

(d) Teachers' qualifications

Qualification	Male	Female	Total
National Association for the Mentally Handicapped (NAMH) Diploma and /or long service			
College of Education Certificate			
Bachelor of Education (B.Ed.)			
Degree course and teaching diploma			
An initial qualification which includes a specific element of special education			
An additional qualification i.e. Diploma in Special Education			
Other Diploma or Degree course			
Degree in Special Education			

Section 6: Classes as taught

6.1 This section is **mandatory**.

6.2 Details are required of all registered classes running on a normal Tuesday. Include all pupils on the register as at 14 January 2015, whether present or absent on that day. **Include each pupil only once**. The sum of pupils in individual classes should equal the numbers of pupils on roll.

6.3 Where a class has both full and part time morning and afternoon pupils, the size of the class should be the number of full time pupils **plus** either the number of morning or afternoon part time pupils, whichever is the greatest. For example, a class with 20 full time pupils, 10 part time morning pupils and 5 part time afternoon pupils should be entered as a class of 30 pupils. Classes with only part time pupils should be treated as separate classes. For example, a school which has one part time class in the morning and one part time class in the afternoon, with no full time pupils in either, should record the morning and afternoon classes separately.

6.4 Do not record unusual situations (such as class amalgamation or school closure) which may have occurred on the Census day due (for example) to staff training or absence, or severe weather conditions. Pupils normally present, but absent on the enumeration day, should be included.

6.5 In the situation where a teacher teaches one class in the morning and a different class in the afternoon, please include the teacher in both classes. This rule also applies to any support staff.

6.6 For each class as taught the information required is:

Class reference number May be any character string up to a maximum of 30 characters. All distinct classes should be allocated a unique reference number.

Year group Enter one value only from the following:

- N1** nursery (pupils aged < 3)
- N2** nursery (pupils aged ≥ 3 but <4)
- R** reception
- 1-14** year groups 1-14
- M** mixed year groups.

Key Stage Enter one value only from the following:

- F** Foundation
- 2** Key Stage 2
- 3** Key Stage 3
- 4** Key Stage 4
- B** Beyond Key Stage 4
- M** mixed Key Stages.

Welsh classes	Indicate the extent to which the Welsh language is used in the class. Valid values are: <ul style="list-style-type: none"> 1 Welsh is the sole or main medium of instruction 2 Welsh is used as a teaching medium for part of the curriculum (i.e. less than half) 3 Welsh is taught as a second language only 4 No Welsh is used or taught.
Pupils with a statement of SEN	The number of pupils in this class with SEN statements.
Number of teaching staff taking the class	Include nursing and ancillary staff if they are in charge of the class ; Exclude teachers in the class wholly or mainly to provide support to individual pupils.
Number of support staff assisting the main teacher(s)	Include nursing and ancillary staff not included above. Support staff who are present in a class specifically for one-to-one work are not to be included in this count of support staff in the class.
Pupils	Enter the number of pupils in the class who are registered on roll at the school. Include dually registered pupils. Include pupils who were absent on enumeration day.
Pupils from other schools	Enter the number of pupils in the class who are not registered on roll at the school.

Section 7: Validation and error correction

7.1 Your software will provide a detailed report of validation errors and queries in your return. An **“error”** is the presence of an illegal character or value in a data item, or a logical inconsistency between data items or between different aspects of the return. An error inevitably reflects some inaccuracy in or omission from the return.

7.2 **“Queries”** are of two kinds:

- they may relate to an unusual feature of the data (for example that no pupils at all are shown as having special needs), which suggests, but does not prove, the presence of some inaccuracy or omission;
- they may be used as a prompt in areas where there seems a particularly high risk of omissions occurring – free school meal entitlement, for example. Some schools may not have any pupils on roll entitled to free school meals, but these are exceptions and the software will query such cases.

Queries of either kind need to be investigated to establish whether or not there is an inaccuracy or omission, although the conclusion may be that the data are in fact correct.

7.3 It is essential for you to resolve as many errors as possible **before submitting the return** to your LA, and ideally to resolve all of them. It is also essential to investigate all queries, and to amend the data where it transpires that they are incorrect.

7.4 The Welsh Government will not reject outright any return, regardless of the number of errors, but would like to work with the school and the LA to correct as many errors as possible. By going through this process, the Welsh Government hopes it will prove valuable once PLASC is mandatory for maintained special schools.

7.5 **Returns which, on arrival in the WG, contain errors may be rejected and have to be re-submitted.** The school will be required to amend the errors in their MIS and upload the revised return file through DEWi, the online, secure data transfer system. **Returns will not be edited by the WG after being submitted via DEWi. The WG will not be applying an error threshold but will evaluate each return on its own merits.** Your LA may be applying an error threshold to the return it receives from you, and you should check the details of that with them.

7.6 However in determining whether a return contains too many errors, the WG will **not** count queries.

7.7 The WG will also compare the PLASC 2015 return to the one made by the school in January 2014. Comparisons will be made between numbers of pupils, classes, teachers, free school meal entitlement and pupils with statements of SEN. The WG will query any comparison that appears to show greater changes than that suggested by historical data.

Section 8: The school summary

8.1 The school summary is generated automatically by the software. Its purpose is to allow the staff preparing the return, and the head teacher authorising it, to assess the likely accuracy and completeness of the return given that the return itself is too large readily to be viewed in its entirety.

8.2 The summary should be inspected carefully, paying particular attention to those parts of it that might reveal evidence that some individual pupil data was not entered into your system prior to generating the return, namely:

number of pupils on the register by gender, age, mode of attendance and enrolment status

number of pupils by ethnic group and national identity

number of pupils eligible for free school meals (*with the number reported as having a free meal on Census day also shown for comparison*)

number of pupils reported as taking free milk on Census day

number of pupils with an SEN statement by description of major need, age and gender.

8.3 The summary also provides some key statistics derived from the data in the return on classes as taught, teaching staff and non-teaching staff. These too should be inspected carefully for signs that the underlying data might be inaccurate or incomplete.

Section 9: Sending the return to your LA

9.1 Once the return has been authorised by the head teacher it should be sent via DEWi the online secure data transfer system **at the same time as the school summary** to your LA. The mechanics of the transmission process will vary from one authority to another, so please contact your LA for details.

9.2 The deadline for submission of your PLASC return to WG is **13th March 2015. Please check with your LA the deadline for submission of your return to them.**

Section 10: Further information

10.1 If you need further advice on the completion of any part of your PLASC return, please contact your LA in the first instance.

11.2 If there are questions which cannot be resolved this way, then they or you should contact the WG using the details listed earlier in this document.

Section 11: Summary of data fields

School Identifiers

Field Name	Field Length	Field Type	Sample Data
LA Number	3	Alphanumeric	660
School Number	4	Alphanumeric	4099
School Name	100	Alphanumeric	Anglesey Comprehensive School
Phase	2	Alphanumeric	SS

School Contact Details

Field Name	Field Length	Field Type	Sample Data
Email address	254	Alphanumeric	office@anglesey.sch.uk
School telephone number	35	Alphanumeric	01234 567890
Internet Address	60	Alphanumeric	http://www.angcomp.co.uk
Fax number	35	Alphanumeric	01234 567890

School Characteristics

Field Name	Field Length	Field Type	Sample Data
School Type	2	Alphanumeric	18
Head teaching indicator	1	Alphanumeric	4
Gender Mix	1	Alphanumeric	A
Free school milk taken	4	Alphanumeric	23
School milk bought	4	Alphanumeric	76
Full time attendance on census day	4	Alphanumeric	123
Part time attendance on census day	4	Alphanumeric	12
Morning Attendance	4	Alphanumeric	2222
Afternoon Attendance	4	Alphanumeric	2222
Other Attendance	4	Alphanumeric	2222
Free school meals taken	4	Alphanumeric	23
Paid school meals taken	4	Alphanumeric	20
LEA Designated special classes	2	Alphanumeric	11
Number of pupils in LEA designated special classes from returning school	4	Alphanumeric	2222
Number of pupils in LEA designated special classes from other schools	4	Alphanumeric	2222
Free Breakfasts on census day	4	Alphanumeric	1080
Free Breakfasts on census day for Free School Meal Eligible pupils	4	Alphanumeric	1930
Pupils who took Free Breakfasts in week prior to census	4	Alphanumeric	1260
Pupils who took Free Breakfasts in week prior to census for Free School Meal Eligible pupils	4	Alphanumeric	1215

Governance

Field Name	Field Length	Field Type	Sample Data
Head teacher on governing body	1	True/False	1
Male serving governors	2	Alphanumeric	3
Female serving governors	2	Alphanumeric	3
Welsh speaking governors	2	Alphanumeric	3
Governor vacancies	2	Alphanumeric	3
Federated governing body	5	Alphanumeric	F0023

Survey Details

Field Name	Field Length	Field Type	Sample Data
Survey/Data Extraction Type	5	Alphanumeric	PLASC
Survey Reference Date	10	Date	2015-01-13
Person Completing Survey	2	Alphanumeric	SS
Survey Completion Time	2	Alphanumeric	05

Special School Details (Special Schools Only)

Field Name	Field Length	Field Type	Sample Data
Accommodation	1	Alphanumeric	D
Special School Major / Secondary provision	2	Alphanumeric	1
Special School Provision Type	4	Alphanumeric	VI
Special school teacher qualifications	4	Alphanumeric	NAMH
Gender of Teachers	1	Alphanumeric	2
Headcount of Teachers / Support Staff	2	Alphanumeric	8
Special education qualifications	3	Alphanumeric	HI
Tenure of Teachers and support staff	1	Alphanumeric	F

Classes data

Field Name	Field Length	Field Type	Sample Data
Class Name	30	Alphanumeric	OAK
Class Year group	2	Alphanumeric	5
Class Key stage	1	Alphanumeric	2
Level of Welsh teaching of the class	1	Alphanumeric	1
SEN Pupils in the Class	2	Alphanumeric	4
Number of Teachers	2	Alphanumeric	1
Number of Non Teachers	2	Alphanumeric	1
Pupils in the class for whom the school is their home school	3	Alphanumeric	222
Pupils in the class who are guest pupils	3	Alphanumeric	111

Teachers

Field Name	Field Length	Field Type	Sample Data
Category of Teachers	2	Alphanumeric	QT
Gender of Teachers	1	Alphanumeric	M
Tenure of Teachers	1	Alphanumeric	F
Total hours worked by part time staff	4	Alphanumeric	30
Headcount of Teachers	2	Alphanumeric	50
Contracts of qualified teachers	2	Alphanumeric	20
Hours worked by qualified teachers on contracts of one year or less	4	Alphanumeric	20

Support staff data

Field Name	Field Length	Field Type	Sample Data
Category of Support Staff	2	Alphanumeric	TA
Gender of Support Staff	1	Alphanumeric	F
Tenure of support staff	1	Alphanumeric	P
Total hours worked by part time staff	4	Alphanumeric	30
Headcount of Support Staff	2	Alphanumeric	50

Individual pupil level data (on roll)

Pupil Identifiers

Field Name	Field Length	Field Type	Sample Data
UPN (Unique Pupil Number)	13	Alphanumeric	Z1234567890123
ULN (Unique Learner Number)	10	Alphanumeric	8534567891
Former UPN	13	Alphanumeric	A1234567890122
Surname	35	Alphanumeric	Jones
Forename	35	Alphanumeric	Marc
Middle Name(s)	35	Alphanumeric	Iwan Owen
Date of Birth	10	Date	2002-03-31
Gender	1	Alphanumeric	M

Pupil Characteristics

Field Name	Field Length	Field Type	Sample Data
Pupil National Identity	3	Alphanumeric	WAL
Pupil Ethnic Code	4	Alphanumeric	MWBC
Source of Pupil Ethnic Code	1	Alphanumeric	P
Pupil Free School Meal Eligibility	1	True/False	False
Pupil In Care Indicator	1	True/False	0
Pupil In Care – Caring Authority Code	3	Alphanumeric	660
Pupil In Care while at current school Indicator	1	True/False	1
Language Type	1	Alphanumeric	F
Language Code	4	Alphanumeric	ABA
Language Source	1	Alphanumeric	P

Pupil Status

Field Name	Field Length	Field Type	Sample Data
Enrolment Status	1	Alphanumeric	C
Date of Entry to Current School	10	Date	2006-09-01
Parttime Indicator	1	True/False	False
Boarder Indicator	1	Alphanumeric	N
Pupil NC Year Group	2	Alphanumeric	12
Pupil Postcode	8	Alphanumeric	CF14 5DZ

Special Educational Needs

Field Name	Field Length	Field Type	Sample Data
SEN Provision under code of practice	1	Alphanumeric	S
SEN Rank	1	Alphanumeric	1
SEN Major Need	4	Alphanumeric	HI
Curriculum & Teaching	3	Alphanumeric	CT1
Grouping & Support	3	Alphanumeric	GS1
Specialised Resources	3	Alphanumeric	SR1
Advice & Assessment	3	Alphanumeric	AA1

Exclusions data

Field Name	Field Length	Field Type	Sample Data
Start Date of Exclusion	10	Date	2013-12-15
Exclusion Reason	2	Alphanumeric	BU
Exclusion Category	4	Alphanumeric	FIXD
Exclusion Actual No of sessions missed	3	Alphanumeric	101