Department
for Education

School Census 2013 guide for primary schools

Instructions for preparing for and completing the School Census 2013 for primary schools and academies (including Free Schools) in England

January 2013

CONTENTS

1. INTRODUCTION
1.1 Purpose of this document 1
1.2 Main Changes from School Census 2012 1
1.3 Which schools will participate in the School Census? 3
1.4 Rationale behind the School Census 2013 3
1.5 Structure of the School Census 5
1.5.1 School and Pupil Levels 5
1.5.2 Three collections a year 5
1.5.3 Historical as well as snapshot data 5
2.1 Census Dates 6
2.2 Process Diagram 7
2.3 Update school MIS with current data 7
2.3.1 Snapshot information on Census Day 8
2.3.2 Attendance and exclusions data 10
2.3.3 School Identifier 10
2.4 Census specific data 10
2.5 Validation 11
2.6 Generating the School Census return and data checks 11
2.7 School Summary 12
2.8 Authorisation by Head Teacher 13
2.9 Sending the School Census Return 13
2.9.1 Maintained schools 13
2.9.2 Academies 13
2.9.3 School Census Return Dates 13
3.1 What will be collected when? 15
4.1 Survey Reference Dates 19
4.2 Pupil Identifiers module 19
4.2.1 Unique Pupil Number (UPN) 19
4.2.2 Pupil’s Former UPN 19
4.2.3 Pupil Surname 19
4.2.4 Pupil Forename 19
4.2.5 Pupil Middle Names 20
4.2.6 Pupil Date of Birth 20
4.2.7 Pupil Gender 20
4.2.8 Pupil Former Surname 20
4.2.9 Pupil Preferred Surname 20
4.3 Pupil Characteristics module 20
4.3.1 Ethnicity 20
4.3.2 Free School Meal Eligibility 21
4.3.3 Language Code 26
4.3.4 Service Children in Education Indicator 27
4.3.5 Funded Hours 28
Spring Census 28
4.3.6 Hours at Setting 30
4.4 Pupil Status module 31
4.4.1 Pupil Enrolment Status 31
4.4.2 Pupil Date of entry 36
4.4.3 Pupil Date of leaving 37
4.4.4 Pupil Part-time Indicator 37
4.4.5 Pupil Boarder Indicator 38

4.4.6 Pupil's Actual National Curriculum Year Group 38
4.5 Special Educational Needs module 38
4.5.1 Pupil SEN Provision 38
4.5.2 Pupil SEN Type ranking 38
4.5.3 Pupil SEN type code 39
4.5.4 Member of SEN Unit indicator 39
4.5.5 Member of resourced provision indicator 39
4.6 Exclusions module 40
4.6.1 Exclusion Category 41
4.6.2 Exclusion Reason 42
4.6.3 Exclusion Start Date 43
4.6.4 Actual number of sessions excluded from 43
4.7 Home Information module 44
4.7.1 SAON 45
4.7.2 PAON 45
4.7.3 Street 45
4.7.4 Locality 45
4.7.5 Town 45
4.7.6 Administrative Area 45
4.7.7 Post Town 45
4.7.8 Postcode 45
4.7.9 Address Line 1 46
4.7.10 Address Line 2 46
4.7.11 Address Line 3 46
4.7.12 Address Line 4 46
4.7.13 Address Line 5 46
4.7.14 Postcode 46
4.8 Attendance module 46
4.8.1 Possible Sessions 49
4.8.2 Sessions missed due to Authorised Absence 50
4.8.3 Sessions missed due to Unauthorised Absence 50
4.8.4 Pupil Absence and Attendance Codes 51
4.8.5 Number of sessions missed 51
5 SCHOOL LEVEL 52
5.1 Survey Reference Date 52
5.2 School Characteristics module 52
5.2.1 LA Number 52
5.2.2 DfE Establishment Number 52
5.2.3 School Name 52
5.2.4 School Phase 52
5.2.5 School Type 53
5.2.6 Minimum Year Group 53
5.2.7 Maximum Year Group 53
5.2.8 Intake Type 53
5.2.9 Governance 53
5.2.10 School Email Address 54
5.2.11 School Telephone Number 54
5.3 School Location module 54
5.3.1 SAON 54
5.3.2 PAON 54
5.3.3 Street 54
5.3.4 Locality 54
5.3.5 Post Town 54
5.3.6 Town 55

5.3.7 Administrative Area 55
5.3.8 Postcode 55
5.3.9 Address Line 1 55
5.3.10 Address Line 2 55
5.3.11 Address Line 3 55
5.3.12 Address Line 4 55
5.3.13 Address Line 5 55
5.3.14 Postcode 55
5.4 Admission Appeals module 55
5.4.1 Admission appeals lodged 56
5.4.2 Admission appeals withdrawn 57
5.4.3 Admission appeals heard by Independent Admission Appeals Panel 57
5.4.4 Admission appeals heard by Independent Admission Appeals Panel - Decided in parent's favour 57
5.4.5 Admission appeals heard by Independent Admission Appeals Panel - Rejected 57
5.5 Class Information module 58
5.5.1 Class Reference Name 59
5.5.2 Number of Teachers in the Class 59
5.5.3 Number of Adult Non-Teachers in the Class 59
5.5.4 Class Year Group 60
5.5.5 Class Activity 60
5.5.6 Number of Pupils from the host school in the class 60
5.5.7 Number of Pupils from other schools in the class 60
5.5.8 Class Type 60
5.5.9 Class Key Stage 60
5.6 Pupil Reconciliation module 61
5.7 Miscellaneous module 61
5.7.1 Free School Meals Taken 61
6 CODESETS - PUPIL LEVEL 63
7 CODESETS - SCHOOL LEVEL 69
8 Links to relevant websites 71

Version History

Note: All references below (numbers and letters) are those as used in this guidance document.

1.0	This section indicates the changes from the 2012 School Census Guidance Notes **1. 2 Main Changes from School Census 2012** **a) Data Items removed** i) Pupil Free School Meal Eligibility on Census Day ii) Pupil Disability **b) New data items** i) Free School Meal (FSM) Eligibility Start Date and End Date ii) UK Country ***c) Existing data items*** i) Collection of attendance data for 4 year olds ii) Extension of attendance collection period to end of Summer Term **4. Pupil Level** **4.3.2 Free School Meal Eligibility** New guidance on change in method of Free School Meal eligibility data collection. **4.3.4 Service Children in Education Indicator** Addition of guidance relating to classification of Category 1 or 2 Service personnel. **4.6 Exclusions module** Re-drafted section on pupil exclusions. Examples provided of different scenarios and how to record pupil exclusions. **4.8 Attendance module** Re-drafted section on attendance to take account of extension of collection of data to include 4 year olds and also for the Summer second half term. **5. School Level**	Richard Garbitz 16th July 2012

	5.5 Class Information module ***Infant Class Guidance*** Revised guidance on 'Excepted' pupils.	
1.1	**4.3.5 Funded Hours** Guidance added for the Spring Census.	Richard Garbitz 5th November 2012
1.2	Data and Statistics Division on front page updated to reflect new name of Education Data Division. **2.9.3 School Census Return Dates** Return date for the Spring Census corrected from 20th February to 13th February. Return date for the Summer Census corrected from 13th June to 12th June. **4.3.1 Ethnicity** Inclusion of table to show hierarchy of DfES main codes and link to CBDS for full codeset. **4.3.2 Service Children in Education Indicator** The link for information on Personnel Categories changed to https://www.gov.uk/government/publications/personal-status-category-definitions. **4.4.1 Pupil Enrolment Status** **i) School-supervised off-site Education** Clarification of which pupils can be considered to be receiving school-supervised off-site education. **4.5.1 Pupil SEN Provision** Information added on the future proposed introduction of Education Health and Care Plans and advice that schools in pathfinder areas should continue to record pupils with such Plans as having statements. **4.8 Attendance module** ***Collection Periods*** Attendance dates against Spring Census changed to read as 'Start of the 2012 Autumn term …….' Previously shown incorrectly as '2011'.	Gill Turner 11 January 2013

1 INTRODUCTION

1.1 Purpose of this document

This document is aimed at Local Authority Children Services and Education data teams and Maintained Primary 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 2013

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/researchandstatistics/stats/schoolcensus/a00208045/school_census_13

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 2012

a) Data items removed

i) Pupil Free School Meal Eligibility

This data item which indicated FSM eligibility on Census Day has been removed and replaced by the collection of FSM Eligibility Start Date and FSM Eligibility End Date (see b ii) below).

ii) Pupil Disability

This data item has previously been collected on a voluntary basis and the return rate has been low and this has impaired the Department's ability to conduct meaningful analysis of the prevalence and outcomes of this important cohort of children. As it is not felt that the continued collection of this data item on a voluntary basis would meet policy needs, the decision has been made to remove it from the Census in 2013 The Department is reviewing the situation with regard to the 2014 Census and considering whether to put the the collection of Disability data on a mandatory basis with the benefit of an enhanced dataset.

b) New data items

i) Free School Meal (FSM) Eligibility Start Date and End Date

The provision of additional funding via the Pupil Premium is directed to those children from deprived backgrounds (based on their FSM eligibility). Coverage of the deprivation element of the Pupil Premium is being extended to include those who have been eligible for FSM at any time in the last six years - known as ‘FSM Ever’.

For the 2013-14 financial year this funding will be based on **periods of eligibility** returned in the 2013 Census collections. Each of the collections will require the collection for pupils on roll of start and end dates for each period of FSM eligibility since the last Census.

ii) Country of UK

Note: This is a system generated data item and does not require data entry by schools.

The provision of additional funding via the Pupil Premium for children from deprived backgrounds (based on FSM eligibility) only covers England. Any periods of FSM eligibility in any other country do not count when determining a pupil’s eligibility for the Pupil Premium. Country of UK data item will be automatically generated by systems to accompany any periods of FSM eligibility. Its inclusion will allow for the identification of any periods of FSM eligibility that relate to time spent by pupils in schools which are not in England and which will **not** will attract the Pupil Premium.

c) Existing data items

i) Collection of attendance data for 4 year olds

The collection of attendance information in the 2013 School Census is being extended to any children aged 4 years as at 31st August prior to Census Day.

Note: The collection of attendance information for 4 year olds does not apply to Nursery schools.

ii) Extension of attendance collection period to end of Summer Term

In 2013, the period for the collection of attendance data is being extended to the end of the Summer term (31st July). In previous Census collections, attendance data for the Summer Term only covered up to the Sunday before the late Spring Bank Holiday.

1.3 Which schools will participate in the School Census?

In 2013 the arrangements for School Census will include:

- Nursery
- Primary (including Middle deemed Primary)
- Secondary (including Middle deemed Secondary)
- City Technology Colleges
- Academies (including Free Schools)
- 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 2013

The following factors are the business drivers behind the School Census 2013:

- 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/researchandstatistics/datatdatam/cbds/a0058744/cbds

Analysis of individual pupil records supports the drive to raise standards, provides accurate targeting of funding, and assists the monitoring and development of policy. 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*), free school meals, ethnicity, absences and permanent exclusions is used to monitor the Government's social inclusion policy;

- Pupil numbers are used for funding LAs and schools (including the 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.

1.5.3 Historical as well as snapshot data

Much of the data to be collected represents some characteristic of a pupil at a point in time e.g. Enrolment Status. Historical data is collected from a previous term or academic year rather than reflecting the position on Census Day e.g. Attendance and Exclusions. This enables the Census to be generated from your software using data that the school will have input at the time, for example, the date a pupil left the school.

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

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

* This includes convertor Academies that were previously Voluntary Aided or Foundation Schools when the admission appeals were lodged.

2 COMPLETING THE SCHOOL CENSUS

2.1 Census Dates

Every Maintained Primary school (including those with Academy status) in England is required to complete three Census returns in the calendar year 2013 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:

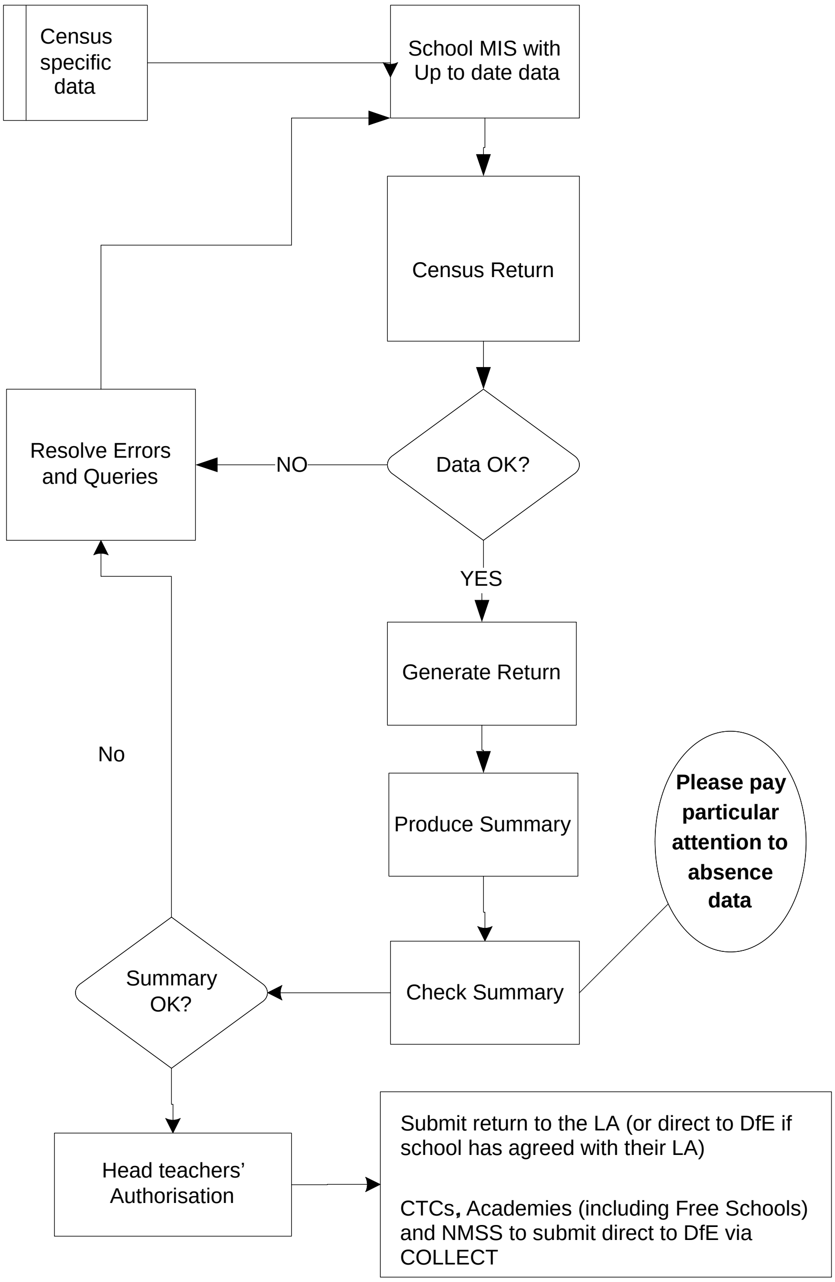
- Third Thursday in January (17th January 2013)
- Third Thursday in May (16th May 2013)
- First Thursday in October (3rd October 2013)

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.


Census specific data
School MIS with Up to date data
Census Return
Resolve Errors and Queries
NO
Data OK?
YES
Generate Return
No
Produce Summary
Please pay particular attention to absence data
Summary OK?
Check Summary
Head teachers' Authorisation
Submit return to the LA (or direct to DfE if school has agreed with their LA)
CTCs, Academies (including Free Schools) and NMSS to submit direct to DfE via COLLECT

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, missing excluded pupils, exclusions and attendance data for those no longer on roll and some incorrect data may not flag up any errors or queries. It is essential therefore that all relevant pupil data has been entered and updated in your system before the School Census return is created. Integrated software systems should allow the automatic extraction of information on exclusions, attendance and classes as taught where the relevant data has previously been entered, but if necessary the information can be keyed directly into the School Census return.

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)**
• All pupils on the register on the Census day • Any additional pupils subject to any type of exclusion in the Summer Term 2012 • Any additional pupils who attended the school in the previous term (Autumn Term 2012)	• All pupils on the register on the Census day • Any additional pupils subject to any type of exclusion in the Autumn Term 2012 • Any additional pupils who attended the school in the previous term (Spring Term 2013)	• All pupils on the register on the Census day • Any additional pupils subject to any type of exclusion in the Spring Term 2013 • Any additional pupils who attended the school in the previous term (Summer Term 2013)

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/uksi/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

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/uksi/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/uksi/2011/1625/made*

The count on Census Day includes all pupils whose enrolment status is:

- C (Current - Single registration at this school);

- M (Current Main - Dual registration); or

- S (Current Subsidiary - Dual registration)

The count excludes any pupil whose enrolment status is G (Guest - pupil not registered at the school but attending some sessions or lessons).

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 does not affect the attendance and exclusion areas of the Census.** This applies whether the information has been passed on verbally, in writing or via the Common Transfer File (CTF). Following this guidance should eliminate cases of double counting, any of which the LA would need to investigate.

2.3.2 Attendance and exclusions data

Regulation 6 of the Education (Pupil Registration) (England) Regulations 2006 specifies the information that a school's attendance register should contain.

http://www.legislation.gov.uk/uksi/2006/1751/regulation/6/made plus a subsequent amendment set out in the Education (Pupil Registration) (England) (Amendment) Regulations 2010 at *http://www.legislation.gov.uk/uksi/2010/1725/made*

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

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

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

- For attendance - the Pupil ID module;
- For termly exclusions - the Pupil ID module and, at the time of exclusion, the In Care indicator and SEN Provision; and
- For those no longer on roll in order to identify them, the Pupil Status module will also be collected and so it is important, for example, that Pupil Date of Leaving is completed.

2.3.3 School Identifier

The 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.education.gov.uk/researchandstatistics/edubase

2.4 Census specific data

Depending on their local arrangements and software systems, schools may need to manually complete some modules at the point of completing the Census return e.g. Exclusions, Attendance and Pupil Reconciliation. 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 most[1] 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.

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[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."

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.

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 in previous years the School Summary contains information about persistent absenteeism. This is the school's only opportunity to check its Census data before it is used by DfE for funding purposes and published in Performance Tables.
- 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 meal eligibility or the number of pupils with SEN.

DfE also recommends that the school summary be compared to the one for the previous term or year to highlight any anomalous data between the respective Census collections. 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 by Head Teacher

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 about this process should be directed to the DfE Service Desk by completing the *'Data collections service request form'* available under 'Contact Us' at the web link below:

http://www.education.gov.uk/researchandstatistics/stats/schoolcensus

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 submitted directly to the Department via the COLLECT system.

2.9.3 School Census Return Dates

The deadline for all 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 Returns**
Spring Census	Thursday 17th January 2013	Wednesday 13th February 2013
Summer Census	Thursday 16th May 2013	Wednesday 12th June 2013
Autumn Census	Thursday 3rd October 2013	Wednesday 30th October 2013

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 2013 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	Admission Appeals
Special Educational Needs	Class Information
Exclusions	Pupil Reconciliation
Home Information	Miscellaneous
Attendance	

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 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   Off - Pupils off Roll   B - All Pupils (Both on and off roll)

✗ - Not Required

Sp - Spring   Su - Summer   Au - Autumn

Ref	Title	XML	MODULE	Primary		
				Sp	Su	Au
100001	Unique Pupil Number (UPN)	**UPN**	**PUPIL IDENTIFIERS**	B	B	B
100002	Pupil's Former UPN	**FormerUPN**		B	B	B
100003	Pupil / child Surname	**Surname**		B	B	B
100004	Pupil / child Forename	**Forename**		B	B	B
100006	Pupil / child Middle Names	**MiddleNames**		B	B	B
100007	Pupil Date of Birth	**DOB**		B	B	B
100008	Pupil Gender	**Gender**		B	B	B
100009	Pupil former Surname	**FormerSurname**		B	B	B
100011	Pupil / child Preferred Surname	**PreferredSurname**		On	On	On
100319	Child Ethnicity	**Ethnicity**	**CHARACTERISTICS**	B	✗	✗
100484	FSM Eligibility Start Date	**FSMstartDate**		On	On	On
100485	FSM Eligibility End Date	**FSMendDate**		On	On	On
200634	Country of UK	**UKcountry**		On	On	On
100047	Language Code	**Language**		B	B	B
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 / child Enrolment Status	**EnrolStatus**	**STATUS**	On	On	On
100063	Pupil Date of Entry	**EntryDate**		B	B	B
100064	Pupil Date of Leaving	**LeavingDate**		Off	Off	Off
100065	Pupil Part-time Indicator	**PartTime**		B	B	B
100067	Pupil Boarder Indicator	**Boarder**		B	B	B
100068	Pupil's Actual National Curriculum Year Group	**NCyearActual**		On	On	On

Ref	Title	XML	MODULE	Primary		
				Sp	Su	Au
100325	Pupil Class Type Indicator	**TypeOfClass**		On	On	On
100472	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	×	×
100087	Exclusion Category	**Category**	**EXCLUSIONS**	B	B	B
100088	Exclusion Reason	**Reason**		B	B	B
100038	In Care Indicator	**InCare**		B	B	B
100472	SEN Provision	**SENprovision**		B	B	B
100090	Exclusion Start Date	**StartDate**		B	B	B
100093	Exclusion actual number of sessions	**Sessions**		B	B	B
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
100228	Possible Sessions	**SessionsPossible**	**ATTENDANCE**	B	B	B
100230	Sessions missed due to Authorised Absence	**SessionsAuthorised**		B	B	B
100231	Sessions missed due to Unauthorised Absence	**SessionsUnauthorised**		B	B	B
100481	Attendance codes	**AttendanceReason**		B	B	B
100233	Number of sessions missed	**AbsenceSessions**		B	B	B

School Level

Please read in conjunction with Section 5.

× - Not Required

Sp - Spring Su - Summer Au - Autumn

Ref	Title	XML	MODULE	Primary		
				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	Telephone Number	**PhoneNo**		✓	✓	✓
200089	Sub-dwelling	**SAON**	LOCATION	✓	×	×
200090	Dwelling	**PAON**		✓	×	×
200091	Street	**Street**		✓	×	×
200092	Locality	**Locality**		✓	×	×
200093	Town	**Town**		✓	×	×
200094	Administrative Area	**AdministrativeArea**		✓	×	×
200095	Post Town	**PostTown**		✓	×	×
200096	Postcode	**PostCode**		✓	×	×
200101	Address Line 1	**AddressLine1**		✓	×	×
200102	Address Line 2	**AddressLine2**		✓	×	×
200103	Address Line 3	**AddressLine3**		✓	×	×
200104	Address Line 4	**AddressLine4**		✓	×	×
200105	Address Line 5	**AddressLine5**		✓	×	×
200139	Admissions appeals lodged	**Lodged**	ADMISSIONS APPEALS Infant Admissions Appeals also for Primary	✓	×	×
200140	Admissions appeals withdrawn	**Withdrawn**		✓	×	×
200141	Admissions appeals heard by Independent Admissions Committee	**Heard**		✓	×	×
200142	Admissions appeals heard by Independent Admissions Committee - decided in parent's favour	**Upheld**		✓	×	×
200143	Admissions appeals heard by Independent Admissions Committee - rejected	**Rejected**		✓	×	×

Ref	**Title**	**XML**	**MODULE**	**Primary**		
				Sp	**Su**	**Au**
200169	Part-Time pupils not at school	**PartTimeNotIn**	**RECON**	✓	✗	✗
200170	Private Study pupils	**PrivateStudy**		✓	✗	✗
200171	Pupils at Another School	**AtOtherSchool**		✓	✗	✗
200185	Class Reference Name	**ClassName**	**CLASS INFO**	✓	✗	✗
200190	Number of Teachers in the Class	**Teachers**		✓	✗	✗
200191	Number of Adult Non-Teachers in the Class	**NonTeachers**		✓	✗	✗
200560	Class Year group	**YearGroup**		✓	✗	✗
200195	Class Activity	**ASCactivity**		✓	✗	✗
200201	Number of Pupils from the host school in the class	**HomePupils**		✓	✗	✗
200202	Number of Pupils from other schools in the class	**GuestPupils**		✓	✗	✗
200552	Class Type	**ClassType**		✓	✗	✗
200562	Class KeyStage	**KeyStage**		✓	✗	✗
200147	Free School Meals Taken	**FreeMealsTaken**	**MISC**	✓	✗	✗

4 PUPIL LEVEL

4.1 Survey Reference Dates

The survey reference dates (in the format yyyy-mm-dd) are:

2013-01-17 (Spring Census)

2013-05-16 (Summer Census)

2013-10-03 (Autumn Census)

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 Annnnnnnnnnnn or AnnnnnnnnnnnA (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/researchandstatistics/datatdatam/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).

In exceptional circumstances a school may be unsure as to which gender should be recorded for a particular pupil. The advice from the Department is to record the gender according to the wishes of the pupil and/or parent.

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 Ethnicity

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

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

The hierarchy of the DfE main ethnicity codes is shown below and the full codeset including the extended categories, D00005, can be found in the Common Basic Data Set http://www.education.gov.uk/researchandstatistics/datatdatam/cbds/a0058744/cbds.

White

White British	WBRI
White Irish	WIRI
Traveller of Irish Heritage	WIRT
Any other White background	WOTH
Gypsy/Roma	WROM

Mixed

White and Black Caribbean	MWBC
White and Black African	MWBA
White and Asian	MWAS
Any other Mixed background	MOTH

Asian or Asian British

Indian	AIND
Pakistani	APKN
Bangladeshi	ABAN
Any other Asian background	AOTH

Black or Black British

Caribbean	BCRB
African	BAFR
Any other Black background	BOTH

Other Ethnic Groups

Chinese	CHNE
Any other ethnic group	OOTH
Refused	REFU
Information not yet obtained	NOBT

4.3.2 Free School Meal Eligibility

(a) Change in method of funding and data collection

To facilitate the collection of information about FSM eligibility at any point in time, the 2013 School Census will be based on identifying periods of eligibility between census collections. This approach differs from the 2012 Census when information only about eligibility of pupils for FSM on Census Day was collected.

Collecting periods of eligibility between Censuses will allow the Department, by matching together successive Census collections over time, to build up a full picture of FSM eligibility rather than restricting the data available to a snapshot on Census day.

(b) Data collected

Each of the collections will require the inclusion of any periods of FSM eligibility since the previous Census for those pupils on roll on Census Day.

The following three new data items will be used to collect this information in each of the three termly School Census collections:

- FSM Eligibility Start Date

- FSM Eligibility End Date

- Country of UK (Note: This will be system generated and will not require any data entry by schools)

These data items will be collected for pupils within the scope of the collections on roll on Census Day and with any periods of FSM eligibility since the last Census i.e. those with:

a) An FSM Eligibility Start Date on or before the current Census Day and no FSM Eligibility End Date (eligibility on-going on Census Day); or

b) An FSM Eligibility End Date from the first day after the previous Census and on or before the current Census Day

In respect of b) for the 2013 School Census the FSM Eligibility End Dates for each termly collection are as follows:

· Spring Census - between 5th October 2012 and 17th January 2013 inclusive

· Summer Census - between 18th January and 16th May 2013 inclusive

· Autumn Census - between 17th May and 3rd October 2013 inclusive
If schools have FSM eligibility flagged for a pupil in their systems they must make sure that their systems are updated to include an FSM Start Date ready for collection in the 2013 School Census and, if appropriate, transfer in Common Transfer Files (CTF).

Multiple FSM Eligibility Start and End Dates falling within the period should be returned where applicable. For example, if a pupil had been eligible for FSM from 1st September 2010 until 31st October 2012 and then became eligible again from 1st December 2012 then the following would be returned in the 2013 Spring Census:

For the first period of eligibility:

FSM Eligibility Start Date of 01/09/2010 and FSM Eligibility End Date of 31/10/2012; and

For the second period of eligibility:

FSM Eligibility Start Date of 01/12/2012 and no FSM Eligibility End Date

(c) Pupil Premium Funding

The provision of additional funding to schools via the Deprivation Pupil Premium is directed to those pupils from deprived backgrounds and is based on their eligibility for Free School Meals (FSM).

Note: Only pupils aged 4 and above in Reception to Year 11 (or aged 4 to 15 where National Curriculum year groups do not apply) are eligible for Pupil Premium funding. Pupils attending Nursery Schools or Non Maintained Special Schools are **not** eligible for the Pupil Premium.

The terms under which the payment of Pupil Premium operates are set out in the Pupil Premium conditions of grant which are available on the Department's website which can be accessed through the following link:

http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/settlement2013pupilpremium/a00200465/schools-funding-settlement-2012-13-including-pupil-premium

For the financial year 2013-14, the actual allocation of the Pupil Premium will be based on the data held by the Department in the National Pupil Database for those pupils on roll in January 2013 recorded as known to be eligible for FSM on any of the pupil level censuses (i.e. School Census, Pupil Referral Unit Census and Alternative Provision Census) since Summer 2007 - known as 'FSM Ever 6'.

In order to give schools a sense of how many pupils might be eligible for the Pupil Premium, the Department provided them (in February 2012) with a download of historical periods of eligibility from the National Pupil Database. From November 2011, schools should have been using the usual CTF process to transfer periods of eligibility so that school can build up and maintain a history of FSM eligibility in their systems.

(d) Country of UK and Pupil Premium Funding

The provision of additional funding through the Pupil Premium only covers FSM eligibility in England. Any periods of FSM eligibility in any other country do not count when determining a pupil's eligibility for the Pupil Premium.

Each period of FSM eligibility will have a system generated Country of UK code attached to enable the Department to ensure that those pupils who have only experienced periods of FSM eligibility outside of England do not attract the Pupil Premium.

For periods of eligibility when a pupil was on roll at a school in England the Country of UK code will be 'ENG'. Pupils who were on roll at a school in Wales will have been assigned a code of 'WLS'.

For periods of FSM eligibility that are open as at 1st January 2013 and for all subsequent periods thereafter, school management information systems should automatically populate the Country of UK with the appropriate code for the establishment at which the pupil is on roll. This data item is not expected to be in systems for periods of FSM eligibility that ended before 1st January 2013 but may be provided if known.

(e) Eligibility for Free School Meals

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

Periods of FSM eligibility for pupils should be recorded **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 School Meal but there is confirmation that they are no longer eligible and entitlement will be revoked then the period of eligibility should be ended (with the recording of an appropriate FSM Eligibility End Date).

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. 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 2012 does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs*

- Guarantee element of State Pension Credit.

* Note: A parent is entitled to the Working Tax Credit run-on payment for a further four weeks after they stop qualifying for Working Tax Credit. Their children are entitled to free school meals for the period that they are in receipt of this payment.

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

It should be noted that it will not be necessary for individual schools / LAs to calculate a family's annual taxable income. The 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.

A frequently asked questions page on free school meals is available on the Department's website at:

http://www.education.gov.uk/schools/pupilsupport/premium/ppfaqs/a0076064/free-school-meals-faqs

(f) FSM Eligibility Checking Service

The FSM 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 ECS 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 ECS themselves and may not have easy access even when the LA in which they are based is using it. Some Academies have made arrangements with an LA (often for a fee) for them to check eligibility via the ECS on their behalf. The service available, and its cost, varies between LAs.

Some LAs also provide a web-based service which enables parents to check their own eligibility via the ECS. www.myfreeschoolmeals.com, a service provided by LGSS (founded by Northamptonshire and Cambridgeshire Local Authorities) can be used by parents of pupils attending Academies.

4.3.3 Language Code

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

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

Where a pupil's first language is not English, schools may record specific languages from the extended language codeset or continue to use codes from the short codeset. ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are appropriate where a pupil's first language is not known with absolute certainty because the parents have not responded to enquiries, but the school can judge with a high degree of confidence whether it is English or not. An LA may specify that schools should use a particular subset of language codes but it is for the school to decide whether or not to record specific languages.

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

4.3.4 Service Children in Education Indicator

The Service Children Indicator will be used by the Department in determining the Pupil Premium allocations for schools and also to assist with identifying both the impact that being a Service child has on the education of a pupil and the impact that catering for large numbers of Service children has on individual schools. **In the light of the above, it is essential that this data item is correctly recorded on the School Census**.

Please note that data on individual pupils is not being shared with the Ministry of Defence (MoD).

The Service Children indicator 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.

Please note that the Territorial Army are not classed as the regular armed forces and, as such, these pupils should not be considered Service Children on the School Census.

The Service Children Indicator is only relevant to children whose parents are designated as Personnel Category 1 or 2 which are shown on the GOV.UK website, https://www.gov.uk/government/publications/personal-status-category-definitions. However, all parents will be aware of their Personnel Category.

From the above link you will see the following definitions:

Personnel Category 1 (PStat Cat 1)

Those in **PStat Cat 1** will meet one of the following qualifying criteria:

(1) A legally married member of the Armed Forces, who lives with their spouse, or who would do so but for the exigencies of the Armed Forces.

(2) A member of the Armed Forces, who is registered in a civil partnership in accordance with the Civil Partnership Act 2004, or is in a civil partnership under an overseas scheme recognised under that Act, and who lives with their registered civil partner, or who would do so but for the exigencies of the Armed Forces.

Personnel Category 2 (PStat Cat 2)

Those in **PStat Cat 2** will meet the following qualifying criteria:
(1) A member of the Armed Forces who has parental responsibility within the terms of the Children Act 1989 for a child(ren) and who satisfies **all** of the following conditions:

(a) Can properly be regarded as the centre and prime mover in the life of the child(ren).

(b) Provides a home where they normally live with the child(ren) except where unable to do so for reasons attributable to their service in the Armed Forces.

(c) Provides, where the child(ren) is unable to care for itself, a child carer who can look after the child(ren) during their absences attributable to their service in the Armed Forces. The child carer must not be the other natural parent of the child(ren). The other natural parent should normally only have staying access to the child(ren) for an aggregate of 56 days in any 12 month period. Staying access greater than this may render the Service person ineligible for PStat Cat2 (these restrictions on access do not apply while on recognised Unaccompanied Duty).

(d) Accepts financial responsibility for the child(ren).

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

4.3.5 Funded Hours

Note: *At this stage, guidance for the Spring Census is shown below. Guidance for the Summer and Autumn Census collections will be provided in a later version of this document.*

Spring Census

This data item records for pupils aged 2, 3 and 4 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.**

Funded Hours should only include the hours the pupil spent in **education provision** and should exclude any hours of ‘childcare’ and breaks or extended schools services (e.g. breakfast clubs and after school clubs as they are not considered as education provision) where the pupils are not receiving education or any additional hours which are funded by other means e.g. the parent.

This information is collected in all three terms from all schools (with the exception of City Technology Colleges and Non Maintained Special Schools).

For the Spring Census this data item is required for all 3 and 4 year olds and the following 2 year olds:

- Those aged 2 as at 31st December 2012 **with special educational needs** (i.e. those born between 1st January 2010 and 31st December 2010 **with SEN)**

- "Rising 3s", those aged 2 at 31st August 2012 but 3 by 31st December 2012 (i.e. born between 1st September 2009 and 31st December 2009)

Funded Hours are **not** required in the Spring School Census for those 2 year olds born between 1st January 2010 and 31st December 2010 who do not have SEN or from any younger pupils.

For dually registered pupils, only record the Funded Hours spent in education at each school. The main registration should **only** include the Funded Hours spent in education at the main registration and the subsidiary registration should **only** include the Funded Hours spent in education at the subsidiary registration.

It is important 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 Early Years Block of the Dedicated Schools Grant and Pupil Premium funding allocation from DfE (with the exception of pupil aged 4 and above in Reception to Year 11 who will be funded as full time irrespective of the funded hours on the census).

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 pupils aged 2 as at 31st December 2012 and 15 hours per week (i.e. the free entitlement) for rising 3s and pupils aged 3 at the 31st August prior to the Census. All pupils aged 4 as at the 31st August 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.

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

Age Group	2013 Spring Census	Maximum Funded Hours (Per week)
2 year olds with Special Educational Needs	Pupils aged 2 years at 31st December 2012 (Born between 01/01/10 and 31/12/10)	12.5 hours
Rising 3's	Pupils aged 2 years at 31st August 2012 but 3 by 31st December 2012 (Born between 01/09/09 and 31/12/09)	15 hours
3 year olds	Pupils aged 3 years at 31st August 2012 (Born between 01/09/08 and 31/08/09)	15 hours
4 year olds	Pupils aged 4 years at 31st August 2012 (Born between 01/09/07 and 31/08/08)	25 hours

4.3.6 Hours at Setting

This data item records for pupils aged 2, 3 and 4 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 other sources such as parents).

This information is collected in all three terms from all schools (with the exception of City Technology Colleges and Non Maintained Special Schools).

For the Spring Census this data item is required for all 3 and 4 year olds and the following 2 year olds:

- Those aged 2 as at 31st December 2012 **with special educational needs** (i.e. those born between 1st January 2010 and 31st December 2010 **with SEN)**

- "Rising 3s", those aged 2 at 31st August 2012 but 3 by 31st December 2012 (i.e. born between 1st September 2009 and 31st December 2009)

Hours at Setting is **not** required in the Spring School Census for those 2 year olds born between 1st January 2010 and 31st December 2010 who do not have SEN or from any younger pupils.

Note: Guidance for which pupils Hours at Setting needs to be returned in the Summer and Autumn School Census collections will be provided at the same time as the guidance for Funded Hours.

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)

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

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.

Pupil Date of Entry, Date of Leaving and Part-time Indicator will be collected for any additional pupils who are no longer on roll but for whom the attendance and exclusions modules are collected.

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) External Candidates
h) Purchased Tuition
i) School-supervised off-site Education
j) Dually Registered Pupils - Hospital Special Schools
k) 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 Primary 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)

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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

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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) External Candidates

Occasionally, adults are registered at a school in order for them to enter an examination and, perhaps, receive some level of tuition towards this aim. In such cases it is recommended that the providing school, if it wishes to do so, maintains the adult's record with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions)

h) 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).

i) School-supervised off-site Education

Some schools have registered pupils who, for varying reasons, receive all or part of their education off-site, under the supervision of the school. Such pupils can only be recorded as receiving off-site educational activity if the activity meets the requirements set out in the Education (Pupil Registration) (England) Regulations 2006. The activity must be of an educational nature approved by the school and supervised by someone authorised by the school. The activity must take place during the session for which Code B (attending off-side educational activity) is recorded in the attendance register. In such cases, the pupil should be recorded with an Enrolment Status of ‘C’ (Current - Single registration at this school).

j) 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.

k) 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.

Attendance and Absence

From September **2011** the way that schools recorded attendance and absence for '**Dually Registered' pupils** changed.

Attendance code D (Dual registered at another educational establishment) is not counted in the School Census as an attendance. Each school should only record the attendance and absence for the sessions the pupil is required to attend at their school. Each school should use code D to record all of the sessions that the pupil is due to attend at the other school.

For safeguarding reasons, schools must follow up all unexplained and unexpected absences in a timely manner.

For pupils that are present **at a supervised educational activity that is off-site and approved by the school** it is important the alternative provider and the school have an agreement in place to share attendance information. The onus is on the school to contact the alternative provider and establish these agreements. Schools must not assume that a pupil is present at the "supervised educational activity" just because he / she are expected to be. They must only use the "present at approved educational activity" when it is confirmed that the pupil was present.

For pupils attending another establishment as a 'Guest Registration' it is essential that the school that holds the 'guest 'registration' reports any absences to the 'home' school who must record these absences as part of their School Census return.

Note: Attendance guidance information can be found on the Department's website at:

http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendancedata/a0010008/pupil-registration-regulations-and-guidance

4.4.2 Pupil Date of entry

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

Please Note

Those pupils who are transferring from Nursery to Reception in the same school should not be given new entry dates.

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.

In situations where a new school has been formed as a result of a merger and the establishment number from one of the predecessor schools has been retained then historic attendance and exclusion data should only be returned for those pupils who attended the predecessor school for which the establishment number has been retained. For example, if the merger was a Junior and an Infant School and the newly merged school retains the establishment number of the Junior school then only those pupils who previously attended the Junior school are required to return the attendance and exclusion data from the previous term(s). All the pupils from the predecessor Infant school must be provided with a new entry date.

4.4.3 Pupil Date of leaving

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

4.4.4 Pupil Part-time Indicator

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. 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 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/schoolattendancedata/a009991/absence-data

4.4.5 Pupil Boarder Indicator

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

4.4.6 Pupil's Actual National Curriculum Year Group

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

4.5 Special Educational Needs module

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

4.5.1 Pupil SEN Provision

Valid provision types under the SEN Code of Practice. For further details, see

https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001

As part of the Special Educational Needs (SEN) reforms, Education Health and Care Plans (EHCPs) will feature in primary legislation that is due for introduction in Parliament during 2013. It is envisaged that these EHCPs will eventually replace SEN statements. Subject the enactment of the legislation and making of associated regulations, from September 2014 there will be a transition from the use of statements to the use of EHCPs with some children having statements and others EHCPs throughout that transitional period. EHCPs are currently being trialled in pathfinder areas and schools in these areas should record pupils with EHCPs in their MIS as having statements, and return this in the Census collections, until such time as EHCPs are introduced nationally.

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.

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 Exclusions module

The whole module will be collected in all three Censuses for all types of exclusions that occurred two terms previous to that in which the Census falls:

- Data relating to the Autumn term will be collected in the following Summer Census;

- Data relating to the Spring term in the following Autumn Census; and

- Data relating to the Summer term in the following Spring Census.

From 1st September 2012, independent appeal panels will be replaced with a new system by which the governing body's decision to uphold a permanent exclusion decision can be reviewed. The Department for Education has issued separate guidance on the new system which is available on their website at:

http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

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

a) Permanent exclusions overturned by the governors where the pupil has been reinstated;

b) Permanent exclusions overturned by an independent appeal panel where the pupil has been reinstated; **or** permanent exclusions where the governing body subsequently reinstate the pupil following an independent review panel; **or** permanent exclusions overturned by the First-Tier Tribunal (Special Educational Needs and Disability) or the county court.

c) Permanent exclusions overturned by an independent appeal panel where, because of exceptional circumstances or other reasons, it was not practical to give a direction requiring reinstatement, although it otherwise would have been appropriate to give such a direction; **or** permanent exclusions where the governing body, following a recommendation/ direction from the Independent review panel or the First-tier Tribunal, subsequently offer to reinstate the pupil but this offer is not taken up.

To satisfy conditions (b) and (c) above, exclusions with Exclusion Appeal Result equal to R (Reinstatement) or O (Reinstatement would be appropriate but not in the best interests of the child given other circumstances; or reinstatement offered and not taken up) will be filtered out by the extract routine.

Although information about reinstated exclusions are not being collected in the School Census, schools may wish to record the number of sessions for which the child was excluded before being reinstated. In these circumstances the actual, not the planned number of sessions, should be recorded.

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

Schools must therefore ensure that Exclusion Appeal Result is maintained on an event driven basis so that these exclusions can automatically be filtered out when data are extracted for the Census.

- Exclusion extract routines

Spring Census	All those exclusions with Start Dates between 9th April 2012 (Easter Monday) and 31st August 2012
Summer Census	All those exclusions with Start Dates between 1st September 2012 and 31st December 2012
Autumn Census	All those exclusions with Start Dates between 1st January 2013 and 31st March 2013 (Easter Sunday)

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

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

4.6.1 Exclusion Category

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

4.6.2 Exclusion Reason

This gives the reason for each exclusion. Some MIS allow schools to enter more than one reason for any exclusion and so they can record a main as well as a secondary reason(s) for any exclusion. For the Census only the main reason will be collected.

The following table provides descriptions of reasons for exclusions. The categories should cover the main reasons for exclusions and the “other” category should be used sparingly. The descriptions should be used as a guide and are not intended to be used as a tick list for exclusions.

Exclusion Reason	**Description**
Bullying	Verbal Physical Homophobic bullying
Damage includes damage to school or personal property belonging to any member of the school community	Arson Graffiti Vandalism
Drug and alcohol related	Alcohol abuse Drug dealing Inappropriate use of prescribed drugs Possession of illegal drugs Smoking Substance abuse
Persistent disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules
Physical assault against adult	Obstruction and jostling Violent behaviour Wounding
Physical assault against pupil	Fighting Obstruction and jostling Violent behaviour Wounding
Racist abuse	Derogatory racist statements Racist bullying Racist graffiti Racist taunting and harassment Swearing that can be attributed to racist characteristics
Sexual misconduct	Lewd behaviour Sexual abuse Sexual assault Sexual bullying Sexual graffiti Sexual harassment
Theft	Selling and dealing in stolen property Stealing from local shops on a school outing Stealing personal property (adult or pupil) Stealing school property
Verbal abuse / threatening behaviour against adult	Aggressive behaviour Carrying an offensive weapon

Exclusion Reason	**Description**
	Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation
Verbal abuse / threatening behaviour against pupil	Aggressive behaviour Carrying an offensive weapon Homophobic abuse and harassment Swearing Threatened violence Verbal intimidation

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

4.6.3 Exclusion Start Date

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

4.6.4 Actual number of sessions excluded from

For each fixed period and lunchtime exclusion, the actual number of sessions for which the exclusion is in effect. For fixed period exclusions, each full school day counts as two sessions - a half school day counts as one session. Where a fixed period exclusion is for a lunchtime, each lunchtime for which the exclusion applies counts as one session.

For data collection purposes, exclusions that span two census collections period will be counted as one exclusion in the first collection period. For example, if an exclusion begins two days before the end of the autumn census collection period and continues three days after the beginning of the spring census collection period, the exclusion will count as a five day exclusion in the Autumn census collection (see collection dates above).

Exclusion only covers the number of sessions the pupil is expected to be at the school. A fixed period exclusion can be discontinuous which means that there can be days between the start and finish dates of the exclusion that are not included as part of the exclusion.

Where a pupil is **dually registered**, exclusion sessions are not recorded for the day(s) when they would have been attending the other establishment.

> **Example**: A pupil is excluded for six sessions starting on a Monday. However, the pupil is registered with another provider on the Wednesday from which they have not been excluded. The pupil is, therefore, excluded from the school for sessions on Monday, Tuesday and Thursday. The pupil’s attendance on the

Wednesday would be recorded separately by the other provider.

There are no regulations that govern **part-time timetables** as all school-age children are entitled to a full-time education. The Department is aware, however, that in exceptional circumstances school-age pupils are placed on a part-time timetable in order to meet their individual needs, for example as part of a reintegration package following illness. For the sessions where the school have agreed that the pupil is not attending they will be recorded as 'authorised absence' and the pupil cannot be recorded as being excluded for these sessions.

> **Example**: A pupil has been excluded for eight sessions starting on a Tuesday. However, the pupil already has authorised absence for Friday and Monday afternoons. The pupil is, therefore, excluded for all sessions on Tuesday, Wednesday and Thursday, as well as the morning sessions on Friday and Monday.

Exclusions sessions are not recorded for the day(s) when the pupil is attending an **approved educational activity.**

> **Example:** A Year 10 pupil has been excluded for six sessions starting on a Wednesday. The pupil, however, attends work experience on a Thursday from which they are not excluded. The pupil in this situation would be excluded from the school for sessions on Wednesday, Friday and Monday

Days on which the **school is closed** do not count towards an exclusion.

> **Example:** A pupil has been excluded from a school for four sessions starting on a Friday but the school is planned to be closed on the Monday for an INSET day. The pupil's exclusion should, therefore, include the two sessions on the following Tuesday, rather than the Monday.

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

4.7 Home Information module

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

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

4.7.1 SAON

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

4.7.2 PAON

Dwelling name and/or number.

4.7.3 Street

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

4.7.4 Locality

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

4.7.5 Town

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

4.7.6 Administrative Area

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

4.7.7 Post Town

The Post Office usually assigns these based on Sorting Office.

4.7.8 Postcode

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

Or

4.7.9 Address Line 1

First line of the address.

4.7.10 Address Line 2

Second line of the address.

4.7.11 Address Line 3

Third line of the address.

4.7.12 Address Line 4

Fourth line of address.

4.7.13 Address Line 5

Fifth line of the address.

4.7.14 Postcode

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

4.8 Attendance module

Scope

This module will be collected in all three Censuses. Information will be provided retrospectively for a pupil's attendance during the term prior to the Census.

For the 2013 Census the scope of the collection of attendance information is being extended to also include:

- Pupils aged 4 years as at the previous 31st August (Previously attendance data was only collected via the School Census for pupils aged 5 to 15); and

- The Summer second half term which covers the period from the Spring Bank Holiday Monday (27th May) to 31st July. Previously the collection of attendance data for the Summer term was only based on the period from Easter Monday up to the Sunday before the Spring Bank Holiday Monday.

As in previous years this module will **not** be collected for any pupils who are boarders i.e. Pupil Boarder indicator does not equal N.

Coverage

All schools (except nurseries and special schools) are required to submit termly attendance data for each census on all pupils aged 4 to 15 years during the term prior to the census.

Note: Nursery schools are **NOT** required to submit any attendance data via the School Census even if they have pupils aged 4 or 5 years.

For terms in the academic year 2012/13, information should be included for pupils who were aged between 4 and 15 as at 31st August 2012 (i.e. their date of birth falls between 1st September 1996 and 31st August 2008) and who were on the school roll for at least one session during the specified term.

Collection Periods

The Attendance collection periods for each Census are shown in the table below.

Note: The first and second half of the Summer Term attendance data is being collected separately based on the dates shown below.

Spring Census	Start of the 2012 Autumn term (from 1st August 2012) to 31st December 2012
Summer Census	From 1st January 2013 to Easter Sunday (31st March) 2013 inclusive
Autumn Census Attendance Period 1	***First half of the Summer Term*** Easter Monday (1st April) 2013 to the Sunday (26th May) before the Spring Bank Holiday 2013 inclusive
Autumn Census Attendance Period 2	***Second half of the Summer Term*** From Spring Bank Holiday Monday (27th May 2013) to 31st July 2013.

Data Collected

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

For schools that use the electronic registration module on their MIS, the Census will extract the relevant data for each pupil for each attendance period (term or half term). Schools which use an electronic registration system that is not integrated with their main MIS (or record attendances in paper registers) will need to extract the relevant data for each pupil included in the Census, according to the dates for the appropriate attendance period, and manually add this data to the Census return. In this case, absence reporting by reason is not required and schools should report on the number of authorised and unauthorised absences for each pupil. Schools should seek advice from the supplier of their main MIS on how to manually add data for the Census return.

Dual registered pupils

Measures have been introduced to avoid the double counting of attendance and absence for pupils who are registered at more than one school (referred to as ‘dual registered’).

Each school will need to:

- Record the attendance and absence for the sessions the pupil is required to attend at their school.

- Use code D (Dual Registered at another educational establishment) to record all of the sessions that the pupil is due to attend at the other school.

Attendance Code D is **not** collected in the School Census as it is not counted as a possible session.

The number of ‘Sessions Possible’ for a dual registered pupil against the main school should **exclude** those when the pupil is due to attend the subsidiary school and vice versa.

Pupils unable to attend school due to exceptional circumstances (Attendance code Y)

Attendance code Y is collected in the School Census but is not counted as part of possible sessions. Schools will use code Y to record the sessions where a pupil is unable to attend because:

- The school site, or part of it, is closed due to an unavoidable cause;
- The transport provided by the school or a local authority is not available, and their home is not within walking distance; or
- A local or national emergency has resulted in widespread disruption to travel which has prevented the pupil from attending school.

2012 Performance Tables - School Absence Data

Please note that the Performance Tables absence data checking exercise will no longer be taking place and that schools will not be given the opportunity to suppress their absence data on the Performance Tables website. Therefore it is essential that schools ensure that this data is returned correctly in the termly School Census as this will be the data used by the Department for publication.

Absence data are collected termly at pupil level through the School Census and published at National and Local Authority level through the School Absence Statistical First Release (SFR). Published alongside the absence SFRs from October 2011 onwards will be the underlying absence data at a school level.

The additional attendance data collected in respect of 4 year olds and for the second half of the Summer term will be published by the Department. However, this data may not necessarily feature as part of the standard measures of attendance statistics and will be used by the Department for policy and analytical purposes.

Note: Publication of attendance data for the second half of the Summer term in respect of Year 11 pupils is currently under consideration.

Persistent Absentee Thresholds

The threshold at which a pupil is defined as '*persistently absent*' is 15 per cent of the number of possible sessions.

The table below shows the threshold against which absence statistics are published.

	15% threshold sessions for Persistent Absence	
	Half term	Cumulative
Autumn Half Term 1	10	10
Autumn Half Term 2	12	22
Spring Half Term 1	8	30
Spring Half Term 2	8	38
Summer Half Term 1	8	46

Note: Currently the Persistent Absence thresholds in the above table do not take account of the second half of the summer term (i.e. it is excluded from the annual threshold). A new annual threshold (including the summer second half term) will only be able to be calculated after collection of the first years' data.

4.8.1 Possible Sessions

This records the number of possible sessions for the attendance period (term or half term). There are two sessions for each school day (morning and afternoon).

Every pupil aged 4 to 15 (excluding boarders) as at the previous 31st August who was on the school roll for at least one session during the specified attendance period (term or half term) should have an entry for the number of possible sessions.

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

Dually Registered Pupils

The possible sessions for a dual registered pupil submitted by the main school will **not** include those sessions when the pupil is due to attend the subsidiary school.

Similarly, the possible sessions for a dual registered pupil submitted by the subsidiary school will **not** include those sessions when the pupil is due to attend the main school.

Zero Possible Sessions

Zero possible sessions can only be recorded where a dual registered pupil has spent all of the previous attendance period (term or half term) for which attendance data is being collected at the other registration. For example, if a dually registered pupil spent all of the attendance period at his / her subsidiary registration then the main registration would have zero possible sessions recorded for that period in the Census.

Pupils aged 4 years

For those pupils **aged 4 years**, the number of possible sessions to be recorded are those that they are expected to attend and will vary from pupil to pupil and from school to school.

Attendance code 'X - Non compulsory school age absence (not counted in possible attendances)' should be used for those sessions when a 4 year old is not expected to attend e.g. those attending part-time.

4.8.2 Sessions missed due to Authorised Absence

Authorised absence is absence which has been authorised by a teacher or other authorised representative of the school. This includes instances of absences for which a satisfactory explanation has been provided (e.g. Illness). Absence can be authorised retrospectively if the teacher or other authorised representative of the school subsequently 'accepts' a reason for the absence provided by a parent.

4.8.3 Sessions missed due to Unauthorised Absence

Unauthorised absence is absence without permission from a teacher or other authorised representative of the school. This includes all unexplained or unjustified absences. Arriving late for school, after the register has closed, is recorded as unauthorised absence.

Note: The category of unauthorised absence does not apply to pupils of pre-complulsory school age i.e. those aged 4 years

4.8.4 Pupil Absence and Attendance Codes

The Absence and Attendance Codes required for the Census are those that equate to either authorised or unauthorised absence. However, schools should be aware of the full range of Absence and Attendance Codes, which include values for attendance and for approved education activities, as these will be the codes used by schools within their MIS when recording pupil attendance.

The use of a fixed set of Absence and Attendance Codes is to assist in monitoring not only whether pupils are absent with or without the permission of the school, but also why pupils are absent from school (See codeset in Section 6).

For pupils **aged 4 years**, schools are not obliged to use individual Absence and Attendance Codes. However, they are encouraged to use these codes and, if they do so, the appropriate absences will be returned in the School Census. If schools do not wish to use these codes then they should just provide the total number of absences for the attendance period by recording these as sessions missed due to authorised absence. Absences recorded for 4 year olds will not be treated as ‘Authorised’ or ‘Unauthorised’ and instead will be reported, and published, as overall absence.

4.8.5 Number of sessions missed

The number of sessions missed for each specified reason for absence. See 4.8.4 above in respect of pupils aged 4 years.

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

5 SCHOOL LEVEL

5.1 Survey Reference Date

The survey reference dates (in the format yyyy-mm-dd) are:

2013-01-17 (Spring Census)

2013-05-16 (Summer Census)

2013-10-03 (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/researchandstatistics/datatdatam/cbds/a0058744/cbds

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.education.gov.uk/researchandstatistics/edubase

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. PS is the code for Primary schools.

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

2000-3949 Maintained Primary (including Middle deemed Primary)

5200-5299 Maintained Primary Schools

5.2.5 School Type

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 Admission Appeals module

This module contains information about admissions appeals and data is only required from those Primary schools who were responsible for their own admission appeals against non-admission during the 2011/12 academic year (i.e. Only Voluntary Aided and Foundation schools with Governance codes of ‘VA’ or ‘FO’ respectively).

From 2012 onwards this module is also being extended to allow Academies (Governance = CA) to return admission appeals. Although the changes to the validation rules mean that all Academies will be able to complete this module, DfE would only expect to receive such information from converter Academies that were previously Voluntary Aided or Foundation Schools when the admission appeals were lodged. **Those Academies which were not Voluntary Aided or Foundation Schools at the time of the appeals should not complete this module.**

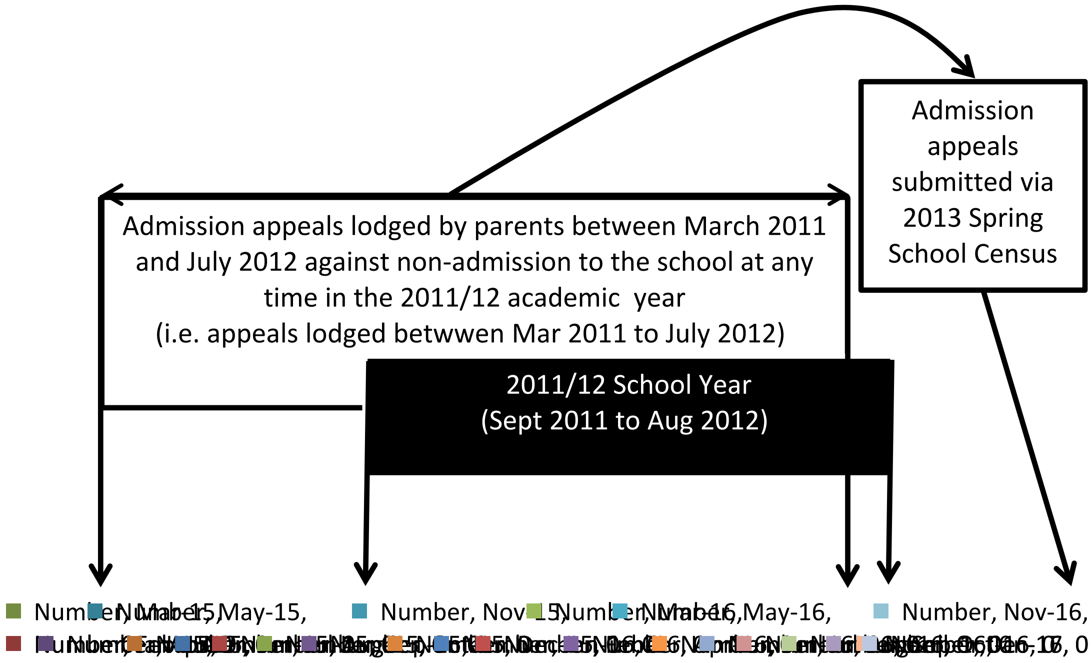
Only appeals organised by the school's governing body should be included. If your school operates arrangements jointly with other schools, your return should include appeals for your school only.

Of the total number of admission appeals lodged we are also requiring the number of appeals lodged by parents against non-admission to infant classes in the 2010/11 academic year.

This module will be collected in the **Spring Census only**, providing information for a school's admission appeals against non-admission to the school in the 2011/12 academic year.

5.4.1 Admission appeals lodged

Total number of admission appeals lodged by parents between March 2011 and July 2012 against non-admission to the school at any time in the academic (admission) year between September 2011 and August 2012 as shown in the diagram below.


Admission appeals lodged by parents between March 2011 and July 2012 against non-admission to the school at any time in the 2011/12 academic year
(i.e. appeals lodged betwwen Mar 2011 to July 2012)
2011/12 School Year
(Sept 2011 to Aug 2012)
Admission appeals submitted via 2013 Spring School Census
Number, Mar-15,
Number, May-15,
Number, Nov-15,
Number, Mar-16,
Number, May-16,
Number, Nov-16,

The following should be **included:**

- Appeals lodged as “refusal to admit for academic year 2011/12” regardless of when the appeal is lodged, including
- Appeals not pursued to the hearing stage, and those not resolved
- Appeals that did not reach a hearing because a place became available (at your school or another) which was accepted by parents

The following should be **excluded**:

- Appeals lodged as “refusal to admit for academic year 2012/13” regardless of when the appeal is lodged

5.4.2 Admission appeals withdrawn

Total number of admission appeals withdrawn by parents before reaching an independent appeals panel (a panel set up by the governors in accordance with Section 423 of the Education Act 1996).

5.4.3 Admission appeals heard by Independent Admission Appeals Panel

Total number of admission appeals heard by an independent appeals panel.

5.4.4 Admission appeals heard by Independent Admission Appeals Panel - Decided in parent's favour

Total number of admission appeals decided in parent’s favour by an independent appeals panel.

5.4.5 Admission appeals heard by Independent Admission Appeals Panel - Rejected

Total number of admission appeals rejected by an independent appeals panel.

5.5 Class Information module

Details are required of all classes running at the selected time on the Spring Census Day (17th January 2013). The ‘selected time’ is based on the last digit of a school’s DfE establishment number as follows:

2,3 or 6	The selected time is one hour / period before the end of morning school
4,7,8 or 9	The selected time is one hour / period after the start of afternoon school
0,1 or 5	The selected time is one hour / period after the start of morning school

If the selected time is not appropriate to the school timetable (for example, if the selected time is when the whole school or a large proportion of the school is in an assembly with the head teacher) schools should choose an hour / period that reflects a ‘normal’ class situation that applies at the selected time each Thursday of the term (see Section 2.1) 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, severe weather conditions or religious observances.

Any group of pupils receiving instruction outside the normal class framework at the selected time, including pupils in an SEN unit or special class, should be treated as a separate ‘class as taught’ unless this is an atypical or temporary arrangement.

This module will be collected in the **Spring Census only**.

Infant Class Guidance

The School Standards and Framework Act limits the size of an infant class during an ordinary teaching session to 30 pupils per school teacher. Infant classes are those in which the majority of children turn 5, 6 or 7 during the course of the school year i.e. reception and Key Stage 1 classes.

Primary schools with infant classes are asked to ensure that the selected period is one in which their infant classes are engaged in an ordinary teaching session. An ordinary teaching session does not include school assembly or any other school activity usually conducted with large groups of children e.g. PE / games, music, singing, drama, watching television or listening to the radio. If, at the time of the count, infant class children would be involved in such an activity the count should be deferred to the next ordinary teaching session. This change of selected time should be enacted for all classes in the school, not just the infant classes.

Any primary school that appears to have infant classes (Reception and/or KS1) in breach of the legal class size limit of 30 pupils per a single school teacher (as a result of teachers being on PPA time, those reporting classes with ‘excepted activities’ or any other circumstances) will be contacted by the Department for further details. An explanation or the ‘Exception reason’ will be sought. Where necessary, the Secretary of State has the power to direct schools to comply.

Excepted pupils

The School Admissions (Infant Class Sizes) (England) Regulations 2012 prescribe certain limited circumstances in which pupils may be admitted as exceptions to the infant class size limit. These exceptions are:

a) Children admitted outside the normal admissions round with statements of special educational needs specifying a school;

b) Looked after children and previously looked after children admitted outside the normal admissions round;

c) Children admitted, after initial allocation of places, because of a procedural error made by the admission authority or local authority in the original application process;

d) Children admitted after an independent appeals panel upholds an appeal;

e) Children who move into the area outside the normal admissions round for whom there is no other available school within reasonable distance (the LA has to confirm that the child qualifies under this category)

f) Children of UK service personnel admitted outside the normal admissions round;

g) Children whose twin or sibling from a multiple birth is admitted otherwise than as an excepted pupil;

h) Children with special educational needs who are normally taught in an special educational needs unit attached to the school, or registered at a special school, who attend some infant classes within the mainstream school.

These children will remain an ‘excepted pupil’ for the time they are in an infant class or until the class numbers fall back to the current infant class size limit.

5.5.1 Class Reference Name

This is the Class Name and can be any character string up to 30 characters.

5.5.2 Number of Teachers in the Class

This is the number of teaching staff taking the class. Include all qualified or unqualified teachers - exclude those wholly or mainly providing support to individual pupils.

5.5.3 Number of Adult Non-Teachers in the Class

This is the number of education support staff who are present in the class. Include teaching assistants, special needs support staff, minority ethnic pupils support staff, and other education support staff. Exclude non-teaching staff wholly or mainly providing support to individual pupils.

5.5.4 Class Year Group

This should refer to the curriculum followed by the class and hence the values of the National Curriculum (NC) Year Groups for pupils in the class, rather than their dates of birth. Mixed year groups are those containing pupils from more than one NC Year Group.

The presence of the odd pupil who has been held back or advanced a year, and so is of a different chronological age to the rest of the class, does not render the class as a mixed year group class (See codeset in Section 7).

5.5.5 Class Activity

The data item highlights a single activity that takes place in a classroom e.g. Private studies, group project work (See codeset in Section 7).

Primary schools with infant classes are to ensure that the selected period is one when the class (Key Stage and/or Reception) is engaged in academic activity rather than the excepted activities of PE, Music, Singing, Drama and watch TV or listening to the radio.

This change of selected period should be enacted for all classes in the school and not just for the infant classes.

5.5.6 Number of Pupils from the host school in the class

This is the number of pupils from this school scheduled to be in the class at the selected time. Include any pupils temporarily absent on the Census day. Part-time pupils not scheduled to be in the school at the selected time should be excluded and counted instead in-the pupil reconciliation.

5.5.7 Number of Pupils from other schools in the class

This is the number of pupils from other schools scheduled to be in the class at the scheduled time. Include pupils from other schools for whom attendance in this class at the selected time is the normal arrangement.

5.5.8 Class Type

Indicates whether a class is a nursery class or not. A nursery class is one designated by the LA - any class not designated by the LA should be counted as an other (O) class even if it contains nursery-age pupils.

5.5.9 Class Key Stage

Indicates which key stage is being taught in the class.

5.6 Pupil Reconciliation module

This module will be collected in the **Spring Census only.**

The purpose of this reconciliation is to check that the number of registered pupils for whom the return contains individual pupil data is consistent with the number of pupils reported in classes as taught - after allowing for the fact that some registered pupils may not have been in class at the selected time.

To enable the pupil reconciliation to be carried out the software will ask you to enter the number of pupils in each of the following groups:

- Pupils engaged in private study at the selected time
- Pupils attending another school at the selected time

The software will then execute the reconciliation and generate an error message if pupil numbers do not agree. The reconciliation consists of the following calculation:

- Number of pupils **from this school** scheduled to be in the class at the selected time summed over all classes as taught
- **Plus** pupils engaged in private study at the selected time
- **Plus** pupils from this school who were part time pupils not scheduled to be in attendance at the school at the selected time
- **Plus** pupils attending another school at the selected time

must equal

- Number of pupils on roll on the Spring Census day for whom individual pupil data have been provided (not including any guest pupils).

5.7 Miscellaneous module

This module will be collected in the Spring Census only.

5.7.1 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 any questions which your LA cannot resolve, or if you are an Academy, then these should be directed to the DfE Service Desk by completing the *'Data collections service request form'* available under ‘Contact Us’ at the web link below:

http://www.education.gov.uk/researchandstatistics/stats/schoolcensus

This document is posted on the DfE website at:

http://www.education.gov.uk/researchandstatistics/stats/schoolcensus/a00208045/school_census_13

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

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

Pupil Exclusion Category	
FIXD	Fixed Period
PERM	Permanent
LNCH	Lunchtime

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

Pupil Attendance Codes	
/	Present (AM) **
\	Present (PM) **
L	Late (before registers closed) marked as present **
I	Authorised absence due to Illness (NOT medical or dental etc appointments)
M	Authorised absence due to medical / dental appointments
R	Authorised absence due to religious observance
S	Authorised absence due to study leave
T	Authorised absence due to traveller absence
H	Authorised absence due to agreed family holiday
F	Authorised absence due to agreed extended family holiday
E	Authorised absence as pupil is excluded, with no alternative provision made
C	Authorised absence as pupil is absent due to other authorised circumstances
B	Approved education activity as pupil being educated off site (not dual registration) **
D	Dual registered (at another establishment) - not counted in possible attendances **
J	Approved education activity as pupil is attending interview **
P	Approved education activity as pupil is attending an approved sporting activity **
V	Approved education activity as pupil is away on an educational visit or trip **
W	Approved education activity as pupil is attending work experience **
G	Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday
U	Unauthorised absence as pupil arrived after registers closed
O	Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code / description
N	Unauthorised absence as pupil missed sessions for a reason that has not yet been provided
X	Non-compulsory school age absence - not counted in possible attendances **
Y	Unable to attend due to exceptional circumstances - not counted in possible attendances
Z	Pupil not yet on roll - not counted in possible attendances **
#	Planned whole or partial school closure - not counted in possible attendances **

** Not included in School Census

Language Code List

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

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

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

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

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

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

7 CODESETS - SCHOOL LEVEL

School Phase	
NS	Nursery
PS	Primary
MP	Middle (Deemed Primary)
MS	Middle (Deemed Secondary)
SS	Secondary
SP	Special

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

Class Activity		
AR	Art, Craft or Design	Primary and Middle deemed Primary schools
EN	English Literacy or Reading	
FL	Foreign Language	
GP	Group Project work (including mixed activities in other categories and library work)	
HU	Humanities (including Geography, History, Economics or Business Studies)	
MA	Mathematics or Numeracy	
MD	Music, Singing or Drama	
OT	Other	
PE	PE or Games	
RE	Religious Education	
SC	Science	
TE	Technology, IT or Computing	
TV	Watching TV or listening to Radio	For Primary schools only

8 Links to relevant websites

For an on-line version of these Guidance Notes and other information relating to the 2013 School Census
http://www.education.gov.uk/researchandstatistics/stats/schoolcensus/a00208045/school_census_13

For official statistics released by the Department
http://www.education.gov.uk/researchandstatistics/statistics

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 the Common Basic Data Set, which gives further information about all data items in the collection and includes a full list of LA codes (Codeset D00004)
http://www.education.gov.uk/researchandstatistics/datatdatam/cbds/a0058744/cbds

For information on absence / attendance
http://www.education.gov.uk/schools/pupilsupport/behaviour/attendance/schoolattendancedata/a0010008/pupil-registration-regulations-and-guidance

For information on the SEN Code of Practice
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DfES%200581%202001

Department for Education

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