School census spring and summer 2014 guide for special schools

Instructions for preparing for and completing the school census 2014 for special schools in England

Contents

Version history

This gives details of any changes made to the content of this document from the 2013 School Census and any subsequent changes made to the first published version.

1.1	Updated guidance for 'Adopted from care' Section 4.3.10	Melanie Armstrong January 2014
1.0	Document reformatted to conform with Departmental publication guidelines. All dates updated throughout the document. Master document produced to include content for all phases. Sections that are not included for all phases are clearly marked with yellow highlights. 1.1 Purpose of this document - inclusion of PRUs and all-through schools 1.2.1 Change in scope – inclusion of PRUs 1.2.2 New data items - top-up funding indicator - adopted from care - code of all-through for school phase 1.2.3 Existing data items - ULN - funded hours and hours at setting 1.3 Which schools will participate in the School Census? - addition of studio schools, university technical colleges, all-through schools and PRUs 1.5.3 Historical as well as snapshot data - para regarding admissions appeals has been removed as did not feel it was necessary to include here – examples are given not an exhaustive list 4.2.10 Unique Learner Number - explanation that ULN is required for all pupils on roll aged 14 and over on Census Day - information given about the Learning Record Service and the acquisition of ULNs - link to information on common transfer files added	Melanie Armstrong, EDD, August 2013

4.3.1 Ethnicity
    ▪ information on the definition of ethnicity added
    ▪ link to ethnicity monitoring advice added
    ▪ presentation of the main categories changed to more closely reflect the presentation in the CBDS
4.3.6 Funded hours
    ▪ Updated to reflect the specification
4.3.7 Hours at setting
    ▪ Updated to reflect the specification
4.3.10 Top-Up Funding Indicator
    ▪ Information added about this new data item
4.3.11 Adopted from Care
    ▪ Information added about this new data item
5.2.4 School Phase
    ▪ Addition off all-through
    ▪ Explanation of why correct phase must be selected
    ▪ List of phases and estab number ranges added – is this useful?
7 Codesets – Pupil Level
    ▪ Ethnicity codeset added
    ▪ Adopted from care codeset added
    ▪ Clarification of which codes can be used when for national curriculum year group
    ▪ Clarification of when codes M and X are used for national curriculum year group
Section on links to relevant websites removed as these are given in the relevant places in the document.	

1. Introduction

1.1 Purpose of this document

This document is aimed at local authority maintained special schools (including non-maintained special schools) and academies (including free schools, studio schools and university technical colleges) so that they:

- understand the rationale behind and purpose of the School Census
- are able to populate their systems with the required data at pupil and school level
- are able to keep their data up to date during the year, and
- are able to complete the 2014 Spring and Summer School Census returns

It is envisaged that this document will be used as a handbook for data collected and stored in schools' management information systems (MIS) throughout the year, rather than just as guidance on census days.

Separate guides are produced for each of the following types of schools: nursery, primary, secondary, all-through, special schools and PRUs and these can be found on the [Department's website](#).

Local authorities (LAs) may choose to use it directly with their schools, or amend to suit their local needs as appropriate. Software suppliers may also find it a useful reference document.

1.2 Main Changes from School Census 2013

1.2.1 Change in scope – inclusion of PRUs

There will be no PRU Census from spring 2014 onwards but PRUs (including alternative provision academies and free schools) will be required to submit termly data as part of the School Census.

1.2.2 New data items

Top-up funding indicator
A true/false flag to indicate those pupils on roll on census day for whom a school receives top-up funding from the local authority or in the case of a PRU the top-up funding could be from a local authority or a school. Top-up funding is supplied by local authorities from their high needs budget directly. In the case of PRUs the top-up funding will come from a local authority's high needs budget directly or through schools. In both cases the top-up funding relates to individual pupils and the time they are in the school or PRU, and is to meet the costs of their support which are additional to the support costs expected to be met from the school or PRU budget share.

Adopted from care

This data item will identify those children on roll on census day who were looked after immediately before adoption, being placed on a special guardianship or residence order. It will be up to those who have parental responsibility (adoptive parents, special guardians and carers of former looked after children on residence orders) to decide if they wish schools to know whether such children have been adopted, or are under a special guardianship order or a residence order.

Code of all-through for school phase

All-through has been added to the codeset for school phase to allow schools that make provision for pupils aged under 7 and over 14 to identify themselves correctly and to be able to submit all the required data for all their pupils in the School Census. Schools should select the phase shown below that is appropriate to them for the School Census.

School Phase	Code	Notes
Nursery	NS	Includes those with maintained or direct grant status
Primary	PS	
Middle (deemed primary)	MP	
Middle (deemed secondary)	MS	
Secondary	SS	
All-through	AT	Excludes PRUs and special schools
Special	SP	Maintained and non-maintained special schools, including hospital special schools and academy special schools
PRUs	PR	Includes AP academies and AP free schools

1.2.3 Changes to existing data items

Unique Learner Number

ULNs will be required for pupils on roll on census day aged 14 and over. ULNs will be collected in each census. Previously the return of ULNs has been voluntary.

Funded hours and hours at setting

Funded hours and hours at setting will be required for all children aged 2 as at 31 December 2013 in the spring and summer Census collections. Previously these were only collected for those with SEN and rising 3s (those aged 2 years at 31 August but are 3 by 31 December).

1.3 Which schools will participate in the School Census?

The School Census covers information to be provided to the Department by maintained nursery, primary, middle, secondary, all-through and special schools (including hospital schools), PRUs, City Technology Colleges (CTCs) and academies (including free schools, studio schools and university technical colleges) in England. Non-maintained special schools are also required to participate in the School Census.

Local authority maintained PRUs and alternative provision (AP) academies (including AP free schools) in England are to make termly School Census returns from Spring 2014. In previous years there has been a separate annual PRU Census which has now been discontinued following the decision to include PRUs in the School Census.

Service Children Education schools, both primary and secondary, may participate on a voluntary basis.

There is no independent school participation in the 2014 School Census. Independent schools and general hospital schools will continue to provide data via the existing School Level Annual School Census (SLASC) collection.

Individual level returns will be provided for children in early years settings (private, voluntary and independent) and alternative provision but not as part of this School Census. Separate requirements and guidance documentation are issued for the Early Years Census and Alternative Provision Census.

1.4 Rationale behind the School Census 2014

The following factors are the business drivers behind the School Census 2014:

- 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).

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 local authorities and schools (including development of the new Pupil Premium) and contributing to the School and College Performance Tables exercise;
- data will continue to be used nationally for the Standards and Testing Agency (STA) Key Stage 2 National Curriculum Test Pupil Registration process;
- the data is used to support other key areas involving local authorities 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](#).

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 termly census. Your school's MIS software will be able to extract the relevant data items for each census. Details of the data items required for the 2014 Spring and Summer School Census returns are given in this document. A separate guide for the data items required for the 2014 Autumn and 2015 Spring and Summer School Census returns will be published at a later date.

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, exclusions and bursary funding (learner support code). 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 local authorities and the Department to build up a continuous picture of pupil attendance and exclusions from successive census collections. Please note that these modules, and bursary funding, will require data on some pupils who have left the school before census day.

2. Completing the School Census

2.1 Census Dates

Every LA maintained and non-maintained special school and academy in England is required to complete census returns, one each term. This document provides a guide to the information required in the 2014 Spring and Summer Census returns. A separate document will provide a guide to the information required in the 2014 Autumn School Census and the 2015 Spring and Summer School Census collections. In the case of local authorities and schools that operate six term years, the census collection will be every other term.

The 2014 Spring and Summer Census dates are as follows:

- third Thursday in January - 16 January 2014
- third Thursday in May – 15 May 2014

2.2 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 / local authorities 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.

2.3 Process diagram

The following process diagram shows the steps that need to be taken to produce, check, authorise and send each census return.

```
┌──────────┐                    ┌──────────────┐
│ Census   │                    │ School MIS with│
│ specific │────────────────────▶│ Up to date data│
│ data     │                    └──────────────┘
└──────────┘                            │
                                        ▼
                               ┌──────────────┐
                               │              │
                               │ Census Return│
                               │              │
                               └──────────────┘
                                        │
                                        ▼
┌──────────────┐              ◇──────────────◇
│ Resolve Errors│◀── NO ──────│   Data OK?    │
│ and Queries   │              ◇──────────────◇
└──────────────┘                      │
        ▲                            YES
        │                             ▼
        │                     ┌──────────────┐
        │                     │ Generate Return│
        │                     └──────────────┘
        │                             │
       No                             ▼        ┌──────────────┐
        │                     ┌──────────────┐  │ Please pay    │
        │                     │ Produce Summary│ │ particular    │
        │                     └──────────────┘  │ attention to  │
        │                             │         │ absence       │
        │                             ▼         │ data          │
        │    ◇──────────◇    ┌──────────────┐  └──────────────┘
        └────│ Summary  │◀───│ Check Summary │
             │ OK?      │    └──────────────┘
             ◇──────────◇
                  │
                  ▼
        ┌──────────────┐     ┌────────────────────────────────────┐
        │ Head teachers'│────▶│ Submit return to the LA (or direct  │
        │ Authorisation │     │ to DfE if school has agreed with     │
        └──────────────┘     │ their LA)                            │
                             │                                      │
                             │ CTCs, Academies (including Free      │
                             │ Schools) and NMSS to submit direct   │
                             │ to DfE via COLLECT                   │
                             └────────────────────────────────────┘
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2.4 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, and exclusions 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, 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)
- All pupils on the register on the census day - Any additional pupils subject to any type of exclusion in the 2013 summer term - Any additional pupils awarded a bursary since the start of the 2013/14 academic year	- All pupils on the register on the census day - Any additional pupils subject to any type of exclusion in the 2013 autumn term - Any additional pupils awarded a bursary since the start of the 2013/14 academic year

2.4.1 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.

The registration of pupils is governed by:

- Section 434 of Education Act 1996 which specifies that all persons who are pupils at the school must be registered – and
- The Education (Pupil Registration) (England) Regulations 2006 and subsequent amendment Education (Pupil Registration) (England) (Amendment) Regulations 2011. 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.

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).

Please note 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 if they were:

- 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; or
- 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 as being on roll on census day on your School Census return.

2.4.2 Learner Support Code

This data item records which pupils have been awarded financial support from the 16-19 Bursary Fund. Information will be collected for all those pupils who have been awarded Bursary Funding at any point between the start of the 2013/14 academic year and census day. This may include pupils no longer on roll who have left school since the start of the academic year.

The collection of data will be on a cumulative basis as follows:

- Spring Term - any bursaries awarded since the beginning of the 2013/14 academic year to students who are either on roll on census day (16 January) or became off roll since the start of the academic year.
- Summer Term - any bursaries awarded since the beginning of the 2013/14 academic year to students who on are either on roll on census day (15 May) or became off roll since the start of the academic year

2.4.3 Exclusions data

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

Exclusions data could therefore be required for pupils who are no longer on the school roll on the census day. For exclusions, the pupil status (excluding pupil enrolment status) and pupil identifiers modules will be collected together with the in care indicator and SEN provision at the time of exclusion therefore the schools MIS should have retained this information.

2.4.4 School Identifier

The DfE School Number is required as the identifier for the school and comprises a three digit LA code and a four 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 [Edubase](#).

2.5 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 and attendance. Instructions as to which data items are required for each of the School Census collections are given in Section 3.

2.6 Validation

Census data is used by the DfE policy divisions, other government departments, local authorities, 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 local authorities and the 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 local authorities and the DfE that the error is acceptable.

Schools' MIS software will report most validation errors and queries. If the DfE makes late changes to validations then commercial software suppliers may not be able to include such 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 and late changes to an absolute minimum.

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 local authorities or the DfE will question queries it is also essential to investigate them, and to amend the data as necessary.

2.7 Generating the School Census return and data checks

These completion notes should be read in conjunction with the documentation provided by your software supplier and, for local authority maintained schools, any software specific School Census user guide available from your local authority.

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 local authority for advice. If you do not take MIS/ICT support from the local authority, then contact your software supplier direct.

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

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

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 local authority and/or the Department. Whilst the Department will endeavour to update guidance if there are any changes to codesets the definitive list of codesets can be found in the CBDS.

2.8 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. 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 report 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 report 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 report is 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 report 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 are submitted in each census, the contents of the school summary report will also be different for each termly census.

2.9 Authorisation by head teacher

Once the School Census data have been submitted to the DfE, either directly (for non-maintained special schools and 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 report to satisfy local audit purposes if they so choose.

2.10 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' on the Department's website.

2.10.1 Maintained schools

Once the return has been authorised by the head teacher, it should be made available to the LA or the 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.

2.10.2 Academies and non-maintained special schools

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

2.10.3 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 local authorities 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 the DfE.

Data Collection	Census Day	Deadline for returns
Spring Census	Thursday 16 January 2014	Wednesday 12 February 2014
Summer Census	Thursday 15 May 2014	Wednesday 11 June 2014

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 collected in the School Census 2014 have been grouped into modules as follows:

Pupil level (section 4)	School level (section 5)
Pupil identifiers	School characteristics
Pupil characteristics	School location
Pupil status	Miscellaneous
Special educational needs	
Exclusions	
Home information	

Schools are encouraged to take a look at the data items to be collected in the School Census before the start of the academic year 2013/14 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 7 and 8.

3.1 What will be collected when?

3.1.1 Pupil level

The table below shows the individual pupil level data items collected in the spring and summer census collections. "On" signifies that the data item is required for pupils on roll on census day, "Off" for those no longer on roll on census day but for whom some data is required, "B" for all pupils, both those on and off roll. "x" means not required for the census indicated. Further information about the data items is given in section 4.

Ref	Data item	xml tag	Spring	Summer
	Pupil identifiers module			
100001	Unique Pupil Number (UPN)	UPN	B	B
100016	ULN	UniqueLearnerNumber	On	On
100002	Pupil's Former UPN	FormerUPN	B	B
100003	Pupil Surname	Surname	B	B
100004	Pupil Forename	Forename	B	B
100006	Pupil Middle Names	MiddleNames	B	B
100009	Pupil former Surname	FormerSurname	B	B
100011	Pupil Preferred Surname	PreferredSurname	On	On
100007	Pupil Date of Birth	DOB	B	B
100008	Pupil Gender	Gender	B	B
	Pupil characteristics module			
100319	Ethnicity	Ethnicity	B	x
100484	Free School Meal Eligibility Start Date	FSMstartDate	On	On
100485	Free School Meal Eligibility End Date	FSMendDate	On	On
200634	Country of UK	UKcountry	On	On
100488	Youth Support Services Agreement Indicator	YSSA	On	On
100047	Language Code	Language	B	B
100330	Service Children in Education Indicator	ServiceChild	On	X
100290	Funded Hours	FundedHours	On	On
100291	Hours at Setting	HoursAtSetting	On	On
100491	Learner Support Code	SupportCode	B	B
100511	Top Up Funding Indicator	TopUpFunding	On	On
100512	Adopted from Care	AdoptedFromCare	On	On
	Pupil status module			
100060	Pupil Enrolment status	EnrolStatus	On	On
100063	Pupil Date of Entry	EntryDate	B	B
100064	Pupil Date of Leaving	LeavingDate	Off	Off
100065	Pupil Part-time Indicator	PartTime	B	B
100067	Pupil Boarder Indicator	Boarder	B	B
100068	Pupil's Actual National Curriculum Year Group	NCyearActual	On	On
	SEN module			
100472	Pupil SEN Provision (formerly stage)	SENprovision	On	On
100080	Pupil SEN Type ranking	SENtypeRank	On	X
100081	Pupil SEN Type	SENtype	On	X
	Termly exclusions module			
100087	Exclusion Category	Category	B	B
100088	Exclusion Reason	Reason	B	B
100038	In Care Indicator	InCare	B	B
100472	Pupil SEN Provision (formerly stage)	SENprovision	B	B
100090	Exclusion Start Date	StartDate	B	B
100093	Exclusion actual number of sessions	Sessions	B	B

Ref	Data item	xml tag	Spring	Summer
	Home information module			
100103	SAON	SAON	On	On
100109	PAON	PAON	On	On
100115	Street	Street	On	On
100116	Locality	Locality	On	On
100117	Town	Town	On	On
100118	Administrative Area	AdministrativeArea	On	On
100119	Post Town	PostTown	On	On
100121	Postcode	PostCode	On	On
100128	Address Line 1	AddressLine1	On	On
100129	Address Line 2	AddressLine2	On	On
100130	Address Line 3	AddressLine3	On	On
100131	Address Line 4	AddressLine4	On	On
100132	Address Line 5	AddressLine5	On	On

3.1.2 School Level

The table below shows the school level data items collected in the spring and summer census collections. "✓ " signifies that the data item is required for and "x" that it is not. Further information about the data items is given in section 5.

Ref	Data item	xml tag	Spring	Summer
	School characteristics module			
200039	School Name	SchoolName	✓	✓
200638	School Phase	Phase	✓	✓
200632	Type of School	SchoolType	✓	✓
200013	Maximum Year Group	HighestNCyear	✓	✓
200012	Minimum Year Group	LowestNCyear	✓	✓
200014	Intake Type	Intake	✓	✓
200015	Governance	Governance	✓	✓
200022	School Email Address	Email	✓	✓
200118	School Telephone Number	PhoneNo	✓	✓
200030	Special School Organisation	Accommodation	✓	✘
200031	Maximum Day Pupils	MaxDayPupils	✓	✘
200032	Maximum Boarding Pupils	MaxBoarders	✓	✘
200033	Minimum Age – Boys	MinMaleAge	✓	✘
200034	Minimum Age – Girls	MinFemaleAge	✓	✘
200036	Maximum Age – Boys	MaxMaleAge	✓	✘
200035	Maximum Age – Girls	MaxFemaleAge	✓	✘
200085	School SEN Type (as used in School Census)	SpecialSchoolType	✓	✘
	School location module			

Ref	Data item	xml tag	Spring	Summer
200089	Sub-dwelling	SAON	✓	✗
200090	Dwelling	PAON	✓	✗
200091	Street	Street	✓	✗
200092	Locality	Locality	✓	✗
200093	Town	Town	✓	✗
200094	Administrative Area	AdministrativeArea	✓	✗
200095	Post Town	PostTown	✓	✗
200096	Postcode	PostCode	✓	✗
200101	Address Line 1	AddressLine1	✓	✗
200102	Address Line 2	AddressLine2	✓	✗
200103	Address Line 3	AddressLine3	✓	✗
200104	Address Line 4	AddressLine4	✓	✗
200105	Address Line 5	AddressLine5	✓	✗
	Miscellaneous module			
200147	Free School Meals Taken	FreeMealsTaken	✓	✗

4.   Pupil Level

4.1 Survey reference dates

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

- 2014-01-16 (Spring Census)
- 2014-05-15 (Summer 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 2.2).

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 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 AnnnnnnnnnnnnA (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 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.

4.2.10 Unique Learner Number

A Unique Learner Number (ULN) is required for all pupils on roll aged 14 and over on census day.

ULNs are assigned to students over the age of 14 in publicly funded education and training. They are allocated and managed by the Learning Records Service (LRS) and will remain with the individual for their lifetime. To acquire and verify ULNs, and make minor updates to student data, schools should send partial Common Transfer Files (CTFs) from their management information systems to LRS via the Department's secure data transfer system, School to School (s2s). A partial CTF will be returned to the school via s2s with the requested ULNs. Software suppliers are being encouraged to develop their MIS to have an interface direct to the LRS system via its web services API.

Schools should check with their software supplier whether or not this service is available for their system. Further information can be found on the LRS website. Further information about CTFs is published on the Department's website.

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

This data item should be provided for all pupils aged 5 and over as at the previous 31 August. Ethnicity is a personal awareness of a common cultural identity. Ethnicity relates to how a person feels and not necessarily how they are perceived by others. It is a subjective decision as to which category a person places themselves in and therefore does not infer any other characteristics such as religion, country of origin etc. Ethnicity monitoring advice is available from the Department's website. Where the information has not yet been collected then this need to be recorded as not yet obtained. If a pupil or parent has refused to give the information then refused should be recorded and returned.

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 DfE main categories are shown below together with the associated main codes and descriptions. The full codeset including the extended categories is given in section 7 of this document.

Main category	Code	Description
White	WBRI	White – British
White	WIRI	White – Irish
White	WIRT	Traveller of Irish Heritage
White	WOTH	Any other White Background
White	WROM	Gypsy / Roma
Mixed	MWBC	White and Black Caribbean
Mixed	MWBA	White and Black African
Mixed	MWAS	White and Asian
Mixed	MOTH	Any Other Mixed Background
Asian or Asian British	AIND	Indian

Main category	Code	Description
Asian or Asian British	APKN	Pakistani
Asian or Asian British	ABAN	Bangladeshi
Asian or Asian British	AOTH	Any Other Asian Background
Black or Black British	BCRB	Black Caribbean
Black or Black British	BAFT	Black – African
Other Ethnic Groups	CHNE	Chinese
Other Ethnic Groups	OOTH	Any Other Ethnic Group
Refused	REFU	Refused
Information Not Yet Obtained	NOBT	Information Not Yet Obtained

4.3.2 Free School Meal Eligibility

(a) Data collected

Each of the census 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 data items will be used to collect this information:

- FSM Eligibility Start Date
- FSM Eligibility End Date
- Country of UK (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 2014 Spring and Summer School Census returns the FSM Eligibility End Dates are as follows:

- Spring Census - between 4 October 2013 and 16 January 2014 inclusive
- Summer Census - between 17 January 2014 and 15 May 2014 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 2014 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 1 September 2011 until 31 October 2013 and then became eligible again from 1 December 2013 then the following would be returned in the 2014 Spring Census:

For the first period of eligibility:

FSM Eligibility Start Date of 01/09/2011 and FSM Eligibility End Date of 31/10/2013; and

For the second period of eligibility:

FSM Eligibility Start Date of 01/12/2013 and no FSM Eligibility End Date

(b) 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).

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.

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, Scotland or Northern Ireland will have been assigned a code of 'WLS', 'SCT' or 'NIR' respectively.

For periods of FSM eligibility that are open as at 1 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 1 January 2013 but may be provided if known.

(c) 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).

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 2013 does not exceed £16,190 as assessed by Her Majesty's Revenue and Customs*
- Guarantee element of State Pension Credit.

*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 is 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.

See the frequently asked questions on the pupil premium page of the Department's website for further information.

(d) 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 LAs, 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. Parents of pupils attending academies can use, myfreeschoolmeals, to check if their children are eligible for free school meals.

4.3.3 Youth Support Services Agreement

From April 2010, funding streams that had in the past gone to Connexions and youth services were brought together and focused on targeted support for young people (Aged 13 to 19) through the Early Intervention Grant (EiG). The term 'Youth Support Services' is generally used to reflect the combined service but local authorities are free to brand the service as they wish.

This data item should be returned for all pupils who are aged 12 and above (as at 31 August 2013. If it is not completed the system will default to 'unsought'.

The census mechanism is used to transfer this data item from schools to their LA who can then pass on the data to the Youth Support Service. This data item is not used by DfE. The codeset is located in Section 6.

There is a legal requirement under the [Education and Skills Act 2008](#) for schools to pass information on request to the Youth Support Service for pupils in or approaching the age of 13. The information which schools are required to provide consists of:

a) the names and addresses of pupils and their parents - which must be provided to the Youth Support Service in any event;
b) the date of birth of the pupil;
c) other information relevant to the provision of Youth Support Services. Parents, or pupils themselves if aged 16 or over, have the right to instruct the school not to provide information (over and above name, address and date of birth) to the Youth Support Service.

The provision under (c) is for an opt-out. Until and unless the parent or pupil gives an instruction, the school remains under a statutory duty to provide information to the Youth Support Service on request.

Privacy Notices need to be issued to parents advising them of their (or their child's) right to instruct the school not to provide information beyond name, address and date of birth. If the values of 'No' or 'UNS' (Unsought) are recorded then information beyond name and address cannot be shared with the Youth Support Service. A Privacy Notice template for issue by LAs and schools is available on [the Department's website](#)

4.3.4 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 7).

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

Where a pupil's first language is not English, schools may record specific languages from the extended language codeset or continue to use codes from the short codeset used in PLASC 2006. ENB (Not known but believed to be English) and OTB (Not known but believed to be other than English) are appropriate where a pupil's first language is not known with absolute certainty because the parents have not responded to enquiries, but the school can judge with a high degree of confidence whether it is

English or not. An LA may specify that schools 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 data item for all pupils aged 5 and over as at the previous 31 August.

4.3.5 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 is / 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. 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:

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

   b) 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 be 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.

4.3.6 Funded Hours

This data item records for pupils aged 2, 3 and 4 the total number of hours spent in education provision at the school which are funded under the free entitlement to education for under 5's. This information should be provided by all schools with relevant age children, except city technology colleges and non-maintained special schools. The data collected in the Spring Census will be used to determine the early year's block of the Dedicated Schools Grant allocation which the Department uses to fund local authorities for the provision of education.

Four year olds attract a maximum of 25 funded hours a week, and two and three year olds attract a maximum of 15 hours a week.

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.

Children will become eligible for the free entitlement from the term following a child's third birthday up until they reach compulsory school age, for every child, irrespective of background or family circumstances' and for a specified subset of disadvantaged 2 year olds from the term following a child's second birthday.

The table below shows the ages and dates of birth of children for whom funded hours are required.

Age range for Spring Census	Date of birth ranges	Maximum entitlement to funded hours
2 years at 31/12/2013 to 3 years at 31/08/2013	01/09/2009 and 31/12/2011 inclusive	15 hours
4 years at 31/08/2013	01/09/2008 and 31/08/2009 inclusive	25 hours
Age range for Summer Census	Date of birth ranges	Maximum entitlement to funded hours
2 years at 31/03/2014 to 3 years at 31/08/2013	01/09/2009 and 31/03/2012 inclusive	15 hours
4 years at 31/08/2013	01/09/2008 and 31/08/2009 inclusive	25 hours

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, funded under the free entitlement to education for under 5's. Examples of rounding to the nearest 0.5:

- 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

Further information on the free entitlement to early education (including the extension of the free entitlement to a specified subset of disadvantaged 2 year olds from September 2013) is available on the department's website - Early Education and Childcare.

4.3.7 Hours at Setting

Hours at setting are collected for the same pupils and schools for whom funded hours are collected – see above. 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 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. Examples of how to round to the nearest 0.5 are given able in the funded hours section.

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.

4.3.8 Learner Support Code

The Learner Support Code indicates the type of financial support awarded to pupils beyond compulsory school leaving age at any point in the academic year of the School Census. The School Census collects information on two types of financial support awarded via the 16-19 bursary fund:

- vulnerable group bursary (code 55) and
- discretionary bursary (code 56).

The award of bursary funding will need to be recorded by schools using these two codes from the start of the Autumn 2013 term (from 1 August 2013) for submission as part of both the 2014 Spring and Summer Census collections. The learner support code will then be collected for all pupils who have been awarded bursary funding at any point between the start of the 2013/14 academic year and census day. This may include pupils who have left the school since the start of the academic year. For dual registered pupils, the school holding the main registration for the pupil will be responsible for awarding the bursary fund and it is they who will return the required data.

The 16-19 bursary fund is administered locally by providers and local authorities who receive their allocation of funding directly from the Education Funding Agency (EFA). Whilst schools may be able to record in their systems other types of financial support awarded to these pupils, the School Census only collects codes 55 and 56.

During the academic year the circumstances of a student awarded the discretionary element may change and they could become part of a designated vulnerable group. In such circumstances the individual would also qualify for the award of the vulnerable payment (on a pro-rata basis for the academic year) For example, a student may be awarded the discretionary element in September 2013 and then the vulnerable group bursary in February 2014. In such a situation, code 56 would be returned in the Spring School Census and both code 56 and code 55 in the Summer School Census.

Information about whether a student is actually in receipt of funding is not required for the School Census. The purpose of the collection is to establish how many students been awarded bursary funding in the academic year.

Funding Categories

The 16-19 Bursary Fund is made up of two parts:

- A yearly bursary of £1,200 for the most vulnerable young people. These include young people in care, care leavers, those on income support and disabled young people in receipt of both Employment Support Allowance and Disability Living Allowance. The bursary is awarded typically for a course lasting 30 weeks or more. Providers should consider making pro-rata awards for courses lasting less than 30 weeks.
- The remainder of the fund is allocated by providers on a discretionary basis to those young people who face the most significant financial barriers to continuing in education and training post-16.

Each new academic year requires a new application for funding by students.

Eligibility

To be eligible to receive Bursary Funding in the 2013/14 academic year, the student must be aged 16 or over and under 19 years at the start of the academic year in which they start their programme of study. Where a young person turns 19 during their programme of study, they can continue to be supported to the end of the academic year in which they turn 19, or to the end of the programme of study, whichever is the sooner.

In very exceptional circumstances a student in receipt of a vulnerable group bursary of £1,200 may also qualify for a discretionary element of funding and this will be subject to a decision of the school or local authority.

A Questions and Answers document about the Bursary Funding scheme for schools is available on the Department's website.

4.3.9 Top-Up Funding Indicator

This true/false flag is being introduced to indicate those pupils on roll on census day for whom a school receives top-up funding from the local authority, or in the case of a PRU the top-up funding could be from a local authority or a school.

Top-up funding is supplied by local authorities from their high needs budget directly. In the case of PRUs the top-up funding will come from a local authority's high needs budget directly or through schools. In both cases the top-up funding relates to individual pupils and the time they are in the school or PRU, and is to meet the costs of their support which are additional to the support costs expected to be met from the school or PRU budget share.

In schools it is expected that most pupils for whom top-up funding is paid will also have a statement of special educational needs (SEN), but this is not an automatic link and it will depend on the local policy on statements of SEN.

This data item will be used for funding allocation purposes, and to inform the development of the high needs funding system in the future.

4.3.10 Adopted from Care

This data item will identify those children on roll on census day who were looked after immediately before adoption on or after 30 December 2005*, being placed on a special guardianship order (SGO) or residence order (RO). The primary reason for adding this data item is because from April 2014 eligible pupils adopted from care or who left care under an SGO or RO will attract pupil premium funding of £1900.

It will be up to those who have parental responsibility (adoptive parents, special guardians and carers of former looked after children on residence orders) to decide if they wish schools to know whether such children have been adopted, or are under a special guardianship order or a residence order. Parents should be asked to provide supporting evidence, for example, a photocopy of the adoption order. Parents may conceal sensitive information (e.g. the name of the birth parents) if they wish.

Schools are reminded that this is a particularly sensitive data item, and of the need for confidentiality. Schools should ensure that, as for other pupil level data items, they comply with their responsibilities with respect to the Data Protection Act when processing this data.

Schools will be able to record the information using the following codeset. Only one of the values will apply to each pupil and a school's MIS should provide a default value of N – not declared.

*30 December 2005 was the date when the Adoption and Children Act 2002, which reformed adoption and introduced Special Guardianship Orders, came into force.

Code	Description
N	Not declared
A	Ceased to be looked after through adoption
G	Ceased to be looked after through a special guardianship order (SGO)
R	Ceased to be looked after through a residence order (RO)

As part of the Government's adoption reform programme the Department is considering a range of information that will help to inform thinking in relation to post-adoption support. Very little is known about the attainment of children adopted from care because they automatically get a new UPN and the Department wants to have better information, collected via this new data item on a voluntary basis, to feed into that process.

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

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

Schools should be aware of the [advice on school attendance](#) when applying guest to a pupil registration and will wish to be aware that there are a range of situations where it may be appropriate:

    a) managed/negotiated transfers
    b) consortia schools
    c) post-16 and diploma pupils
    d) traveller pupils
    e) family units
    f) specialised units
    g) inclusion classes
    h) external candidates
    i) purchased tuition
    j) school-supervised off-site education
    k) dually registered pupils – hospital special schools
    l) overseas/exchange pupils

Further details of all of these are given below:

a) Managed/negotiated transfers

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

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

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

b) Consortia schools

Schools often provide courses of study in collaboration with other schools (or other educational establishments). These may be formal or informal arrangements. A pupil registered in one school may have part, or even all, of their academic tuition in the premises of another school. In such circumstances it is important that the pupil is assigned correctly to the school which holds the pupil's registration.

The financial arrangements between the schools are a matter for their mutual agreement but it is important to be able to identify pupils in this situation.

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

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

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

c) Post 16 and diploma pupils

The guidance provided above for consortia schools will be the same for Post 16 pupils and pupils who are attending tuition in the premises of another school as part of Diploma arrangements.

d) 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)

e) 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)

f) 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.

g) Inclusion classes

To foster the inclusion agenda for pupils with special educational needs, "inclusion classes" have been established whereby pupils who are registered at a special school are taught in classes located in a mainstream school's premises. Tuition is provided, either wholly or partly, by teachers from the special school. These classes are, effectively, satellite classes of the special school and should not be treated as classes of the mainstream school. It is recommended that for a pupil who is attending an inclusion class:

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

h) 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)

i) 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).

j) 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).

k) 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.

l) Overseas/exchange pupils

Overseas or exchange pupils on the school register at the time of the census should be recorded therein with an Enrolment Status of 'G' (Guest - Pupil not registered at this school but attending some lessons or sessions) and therefore not included on the School Census returns.

4.4.2 Pupil Date of entry

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

Those pupils who are transferring from Nursery to Reception in the same school should not be given new entry dates (for all through schools).

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

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 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 data from predecessor schools must not be included in the census return for these schools.

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.

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 7)

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 7)

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 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 [Special Education Needs Code of Practice](#).

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 to 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 the census collections for all pupils on roll on census day. SEN Provision at the time of any exclusion will also be collected in all School Census collections. (See codeset in Section 7)

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. Only two rankings will be collected in the School Census and no two needs should be given the same ranking, i.e. if there is more than one SEN type reported they cannot both have a ranking of 1.

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

This field records the nature of a pupil's special educational need. The primary need and, if appropriate, their secondary need should be recorded.

4.6 Exclusions module

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

- data relating to the Summer term will be collected in the following Spring Census

- data relating to the Autumn term will be collected in the following Summer Census.

From 1 September 2012, independent appeal panels were 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.

Exclusions that have been overturned are not counted in national statistics. To avoid such cases being counted in the school's data, where known, the following codes should be used:

a) In cases where a pupil has been reinstated by the school code R should be used. This could be when:
   - the governing body overturned a permanent exclusion, before or after an Independent Review Panel or
   - when the First-tier tribunal or a Court overturned a permanent exclusion.

b) In cases where reinstatement has been offered but the offer has not been taken up code O should be used.

Although information about reinstated exclusions is not recorded 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 the result of any governing body meeting following an independent review panel is maintained on an event driven basis so that overturned exclusions are not registered on the Census.

Spring Census	All those exclusions with Start Dates between 1 April 2013 (Easter Monday) and 31 August 2013
Summer Census	All those exclusions with Start Dates between 1 September 2013 and 31 December 2013

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.

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. The "Other" category includes incidents which are not covered by the specific categories above but this 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 exclusion decisions.

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

Exclusion Reason	Description
	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 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

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 review procedures will have been completed by the time the data is collected and so only exclusions which have been upheld will be included in a return. Where this is not the case, please contact the Department.

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 should be recorded. For fixed period exclusions, each full school day counts as two sessions - a half school day or a lunchtime, exclusion counts as one session.

For data collection purposes, exclusions that span two census collection periods will be counted as one exclusion in the first collection period.

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 dual registered, exclusion sessions are not recorded for the day(s) when they would have been attending the other establishment.   For example a pupil is excluded for six sessions starting on a Monday but 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. We are 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. For example, a pupil has been excluded for eight sessions starting on a Tuesday but 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. For example, a year 10 pupil has been excluded for six sessions starting on a Wednesday but 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. For 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 (BS7666 Address), or Address Line 1-5. Postcode should be provided with either format. 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.

Or

4.7.8 Address Line 1

First line of the address.

4.7.9 Address Line 2

Second line of the address.

4.7.10 Address Line 3

Third line of the address.

4.7.11 Address Line 4

Fourth line of address.

4.7.12 Address Line 5

Fifth line of the address.

And

4.7.13 Postcode

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

5. School Level

5.1 Survey Reference Date

The survey reference dates (in the format yyyy-mm-dd) are 2014-01-16 for the Spring Census and 2014-05-15 for the Summer Census. These should be automatically generated 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.

5.2.1 LA Number

A three digit code that identifies a particular local authority. 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.

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 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. Schools should select the phase that is appropriate to them as some different data items are required in the School Census from different phases of schools. All-through has been added to the codeset for school phase (shown below) to allow schools that make provision for pupils aged under 7 and over 14 to identify themselves correctly and to be able to submit all the required data for all their pupils in the School Census.

Academies should use the phase appropriate to their establishment number. Traditional sponsor-led academies (i.e. those with establishment numbers in the range of 6905-6999) should select secondary. Establishment number ranges for each phase are given in the table below.

A separate version of this guide has been produced for each phase and so schools should ensure they use the correct version for them.

School Phase	Code	Establishment number range	Notes
Nursery	NS	1000-1099, 1800-1899, 6000-6899	Includes those with maintained or direct grant status
Primary	PS	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed primary)	MP	2000-3999, 5200-5299, 5940-5949, 6000-6899	
Middle (deemed secondary)	MS	4000-4999, 5400-5499, 5900-5939, 6000-6899	
Secondary	SS	4000-4999, 5400-5499, 5900-5939, 6000-6899, 6900-6999	Includes city technology colleges
All-through	AT	NOT 1000-1099, 1100-1150, 1800-1899, 5950-5999, 7000-7999	Excludes PRUs and special schools
Special	SP	5950-5999, 6000-6899, 7000-7999	Maintained and non-maintained special schools, including hospital special schools and academy special schools
PRUs	PR	1100-1150, 6000-6899	Includes AP academies and AP free schools

5.2.5 Type of school

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

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 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).

5.2.7 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).

5.2.8 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.

5.2.12 Special School Organisation

This denotes whether the school provides accommodation for mainly day pupils, mainly boarding pupils or is a hospital school.

5.2.13 Maximum Day Pupils

This is the maximum number of day pupils for whom the school is approved to make a provision. This data item will be collected in the spring term only.

5.2.14 Maximum Boarding Pupils

This is the maximum number of boarding pupils for whom the school is approved to make a provision. This data item will be collected in the spring term only

5.2.15 Minimum age – boys

This is the minimum age for which the school is approved to make a provision for boys. This data item will be collected in the spring term only.

5.2.16 Minimum age – girls

This is the maximum age for which the school is approved to make a provision for girls. This data item will be collected in the spring term only.

5.2.17 Maximum age - boys

This is the maximum age for which the school is approved to make a provision for boys. This data item will be collected in the spring term only.

5.2.18 Maximum age - girls

This is the maximum age for which the school is approved to make a provision for girls. This data item will be collected in the spring term only.

5.2.19 School SEN type

This is the type of special need for which the school is formally approved to make provision (See codeset in Section 7). This data item will be collected in the Spring Term only.

5.3   School location module

5.3.1 Address Options

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. Whichever format is used, postcode needs to also be provided. 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.

5.3.2 SAON

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

5.3.3 PAON

Dwelling name and/or number.

5.3.4 Street

Street name or street description.

5.3.5 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.

5.3.6 Post Town

The Post Office usually assigns these based on Sorting Office.

5.3.7 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.

5.3.8 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.

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

And

5.3.14 Postcode

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

5.8 Miscellaneous module

This module will be collected in the Spring Census only.

5.8.1 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.

6.   Further Information

Local authority maintained schools should contact their local authority in the first instance for any further help or advice regarding the School Census. If there are questions which your local authority cannot resolve, or if you are a local authority, academy or CTC, then these questions should be directed to the DfE Service Desk by completing a service request form. Service request forms should also be used for changing contact details and requests for access to COLLECT.

This document, along with guides for schools of other phases, is published on the Department's website

7. Codesets - Pupil Level

Pupil gender

Code	Description
M	Male
F	Female

Ethnicity

DfE Extended Codes	Approved Extended Categories	DfE Main Code	Sub- Category	Main Category	Comments
WBRI	**White - British**	**WBRI**	**White - British**	**White**	**WBRI may not be used if any of the extended categories below (WCOR-WWEL) are used**
WCOR	White - Cornish	WBRI	White - British	White	
WENG	White - English	WBRI	White - British	White	
WSCO	White - Scottish	WBRI	White - British	White	
WWEL	White - Welsh	WBRI	White - British	White	
WOWB	Other White British	WBRI	White - British	White	If LAs collect information for "White - British" pupils using any of the **extended** categories above (WCOR-WWEL), this category must be used as a catch all for all other White pupils within the main "White - British" category. If used, cannot have category "White - British" (WBRI).
WIRI	**White - Irish**	**WIRI**	**White - Irish**	**White**	
WIRT	**Traveller of Irish Heritage**	**WIRT**	**Traveller of Irish Heritage**	**White**	
WOTH	**Any Other White Background**	**WOTH**	**Any Other White Background**	**White**	**WOTH may not be used if any of the extended categories below (WALB-WWEU) are used.**
WALB	Albanian	WOTH	Any Other White Background	White	Excluding Kosovan.
WBOS	Bosnian-Herzegovinian	WOTH	Any Other White Background	White	
WCRO	Croatian	WOTH	Any Other White Background	White	
WGRE	Greek/ Greek Cypriot	WOTH	Any Other White Background	White	If LAs do not wish to distinguish between pupils of Greek and Greek Cypriot heritage they may place all Greek/ Greek Cypriot in this category. If used, cannot have categories "Greek" (WGRK) or "Greek Cypriot" (WGRC).
WGRK	Greek	WOTH	Any Other White Background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek Cypriot" (WGRC).
WGRC	Greek Cypriot	WOTH	Any Other White Background	White	If used, cannot have category "Greek/ Greek Cypriot" (WGRE). If used, must also have category "Greek" (WGRK).
WITA	Italian	WOTH	Any Other White Background	White	

DfE Extended Codes	Approved Extended Categories	DfE Main Code	Sub- Category	Main Category	Comments
WKOS	Kosovan	WOTH	Any Other White Background	White	
WPOR	Portuguese	WOTH	Any Other White Background	White	
WSER	Serbian	WOTH	Any Other White Background	White	
WTUR	Turkish/ Turkish Cypriot	WOTH	Any Other White Background	White	If LAs do not wish to distinguish between pupils of Turkish and Turkish Cypriot heritage they may place all Turkish/ Turkish Cypriot in this category. If used, cannot have categories "Turkish" (WTUK) or "Turkish Cypriot" (WTUC).
WTUK	Turkish	WOTH	Any Other White Background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish Cypriot" (WTUC).
WTUC	Turkish Cypriot	WOTH	Any Other White Background	White	If used, cannot have category "Turkish/ Turkish Cypriot" (WTUR). If used, must also have category "Turkish" (WTUK).
WEUR	White European	WOTH	Any Other White Background	White	If LAs do not collect information on White European pupils on the basis of country of origin or East/ West European, they may place all White European pupils here.
WEEU	White Eastern European	WOTH	Any Other White Background	White	Including Russian, Latvian, Ukrainian, Polish, Bulgarian, Czech, Slovak, Lithuanian, Montenegran and Romanian.
WWEU	White Western European	WOTH	Any Other White Background	White	Including Italian, French, German, Spanish, Portuguese and Scandinavian.
WOTW	White Other	WOTH	Any Other White Background	White	If LAs collect information for "Any Other White Background" pupils using any of the **extended** categories above (WALB-WWEU), this category must be used as a catch all for all other White pupils within the main "Any Other White Background" category. If used, cannot have category "Any Other White Background" (WOTH).
WROM	**Gypsy/Roma**	**WROM**	**Gypsy/Roma**	**White**	This category includes pupils who identify themselves as Gypsies and or Romanies, and or Travellers, and or Traditional Travellers, and or Romanichals, and or Romanichal Gypsies and or Welsh Gypsies / Kaale, and or Scottish Travellers / Gypsies, and or Roma. It includes all children of a Gypsy ethnic background or Roma ethnic background, irrespective of whether they are nomadic, semi nomadic or living in static accommodation. It should not include Fairground (Showman's) children; the children travelling with circuses; or the children of New Travellers or Bargees unless, of course, their ethnic status is that which is mentioned above.
MWBC	**White and Black Caribbean**	**MWBC**	**White and Black Caribbean**	**Mixed/Dual Background**	
MWBA	**White and Black African**	**MWBA**	**White and Black African**	**Mixed/Dual Background**	

DfE Extended Codes	Approved Extended Categories	DfE Main Code	Sub- Category	Main Category	Comments
MWAS	**White and Asian**	**MWAS**	**White and Asian**	**Mixed/Dual Background**	**MWAS may not be used if any of the extended categories below (MWAP-MWAI) are used.**
MWAP	White and Pakistani	MWAS	White and Asian	Mixed/Dual Background	
MWAI	White and Indian	MWAS	White and Asian	Mixed/Dual Background	
MWAO	White and Any Other Asian Background	MWAS	White and Asian	Mixed/Dual Background	If LAs collect information for "White and Asian" pupils using any of the **extended** categories above (MWAP-MWAI), this category must be used as a catch all for all other Mixed/Dual Background pupils within the main "White and Asian" category. If used, cannot have category "White and Asian" (MWAS).
MOTH	**Any Other Mixed Background**	**MOTH**	**Any Other Mixed Background**	**Mixed/Dual Background**	**MOTH may not be used if any of the extended categories below (MAOE-MWCH) are used.**
MAOE	Asian and Any Other Ethnic Group	MOTH	Any Other Mixed Background	Mixed/Dual Background	
MABL	Asian and Black	MOTH	Any Other Mixed Background	Mixed/Dual Background	
MACH	Asian and Chinese	MOTH	Any Other Mixed Background	Mixed/Dual Background	
MBOE	Black and Any Other Ethnic Group	MOTH	Any Other Mixed Background	Mixed/Dual Background	
MBCH	Black and Chinese	MOTH	Any Other Mixed Background	Mixed/Dual Background	
MCOE	Chinese and Any Other Ethnic Group	MOTH	Any Other Mixed Background	Mixed/Dual Background	
MWOE	White and Any Other Ethnic Group	MOTH	Any Other Mixed Background	Mixed/Dual Background	
MWCH	White and Chinese	MOTH	Any Other Mixed Background	Mixed/Dual Background	
MOTM	Other Mixed Background	MOTH	Any Other Mixed Background	Mixed/Dual Background	If LAs collect information for "Any Other Mixed Background" pupils using any of the **extended** categories above (MAOE-MWCH), this category must be used as a catch all for all other Mixed/Dual Background pupils within the main "Any Other Mixed Background" category. If used, cannot have category "Any Other Mixed Background" (MOTH).
AIND	**Indian**	**AIND**	**Indian**	**Asian or Asian British**	
APKN	**Pakistani**	**APKN**	**Pakistani**	**Asian or Asian British**	**APKN may not be used if any of the extended categories below (AMPK-AKPA) are used.**
AMPK	Mirpuri Pakistani	APKN	Pakistani	Asian or Asian British	
AKPA	Kashmiri Pakistani	APKN	Pakistani	Asian or Asian British	

DfE Extended Codes	Approved Extended Categories	DfE Main Code	Sub- Category	Main Category	Comments
AOPK	Other Pakistani	APKN	Pakistani	Asian or Asian British	If LAs collect information for "Pakistani" pupils using any of the **extended** categories above (AMPK-AKPA), this category must be used as a catch all for all other Pakistani pupils within the main "Pakistani" category. If used, cannot have category "Pakistani" (APKN).
ABAN	**Bangladeshi**	**ABAN**	**Bangladeshi**	**Asian or Asian British**	
AOTH	**Any Other Asian Background**	**AOTH**	**Any Other Asian Background**	**Asian or Asian British**	**AOTH may not be used if any of the extended categories below (AAFR-ASRO) are used.**
AAFR	African Asian	AOTH	Any Other Asian Background	Asian or Asian British	Including East and South African Asians.
AKAO	Kashmiri Other	AOTH	Any Other Asian Background	Asian or Asian British	Kashmiri respondents not wishing to be classified under Asian Pakistani should use this category.
ANEP	Nepali	AOTH	Any Other Asian Background	Asian or Asian British	
ASNL	Sri Lankan Sinhalese	AOTH	Any Other Asian Background	Asian or Asian British	All other Sinhalese pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Tamil' (ASLT) and 'Sr Lankan Other' (ASRO).
ASLT	Sri Lankan Tamil	AOTH	Any Other Asian Background	Asian or Asian British	All other Tamil pupils should be placed wherever appropriate in the categories above. If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Other' (ASRO).
ASRO	Sri Lankan Other	AOTH	Any Other Asian Background	Asian or Asian British	If used MUST also have categories 'Sri Lankan Sinhalese' (ASNL) and 'Sri Lankan Tamil' (ASLT).
AOTA	Other Asian	AOTH	Any Other Asian Background	Asian or Asian British	If LAs collect information for "Any Other Asian Background" pupils using any of the **extended** categories above (AAFR-ASRO), this category must be used as a catch all for all other Asian pupils within the main "Any Other Asian Background" category. If used, cannot have category "Any Other Asian Background" (AOTH).
BCRB	**Black Caribbean**	**BCRB**	**Black Caribbean**	**Black or Black British**	**Including Antigua and Barbuda, Bahamas, Barbados, Dominica, Grenada, Guyana, Jamaica, St Kitts and Nevis, St Lucia, St Vincent & Grenadines, Trinidad and Tobago.**
BAFR	**Black - African**	**BAFR**	**Black - African**	**Black or Black British**	**BAFR may not be used if any of the extended categories below (BANN-BSUD) are used.**
BANN	Black - Angolan	BAFR	Black - African	Black or Black British	
BCON	Black - Congolese	BAFR	Black - African	Black or Black British	
BGHA	Black - Ghanaian	BAFR	Black - African	Black or Black British	
BNGN	Black - Nigerian	BAFR	Black - African	Black or Black British	
BSLN	Black - Sierra Leonean	BAFR	Black - African	Black or Black British	

DfE Extended Codes	Approved Extended Categories	DfE Main Code	Sub-Category	Main Category	Comments
BSOM	Black - Somali	BAFR	Black - African	Black or Black British	
BSUD	Black - Sudanese	BAFR	Black - African	Black or Black British	Including Sudanese of Egyptian origin.
BAOF	Other Black African	BAFR	Black - African	Black or Black British	Including Black South African, Zimbabwean, Ethiopian, Rwandan and Ugandan. If LAs collect information for "Black - African" pupils using any of the **extended** categories above (BANN-BSUD), this category must be used as a catch all for all other Black African pupils within the main "Black - African" category. If used, cannot have category "Black - African" (BAFR).
BOTH	**Any Other Black Background**	**BOTH**	**Any Other Black Background**	**Black or Black British**	**BOTH may not be used if any of the extended categories below (BEUR-BNAM) are used.**
BEUR	Black European	BOTH	Any Other Black Background	Black or Black British	
BNAM	Black North American	BOTH	Any Other Black Background	Black or Black British	Include Black North American and Canadian.
BOTB	Other Black	BOTH	Any Other Black Background	Black or Black British	If LAs collect information for "Any Other Black Background" pupils using any of the **extended** categories above (BEUR-BNAM), this category must be used as a catch all for all other Black pupils within the main "Any Other Black Background" category. If used, cannot have category "Any Other Black Background" (BOTH).
CHNE	**Chinese**	**CHNE**	**Chinese**	**Chinese**	**CHNE may not be used if any of the extended categories below (CHKC-CTWN) are used.**
CHKC	Hong Kong Chinese	CHNE	Chinese	Chinese	
CMAL	Malaysian Chinese	CHNE	Chinese	Chinese	
CSNG	Singaporean Chinese	CHNE	Chinese	Chinese	
CTWN	Taiwanese	CHNE	Chinese	Chinese	
COCH	Other Chinese	CHNE	Chinese	Chinese	If LAs collect information for "Chinese" pupils using any of the **extended** categories above (CHKC-CTWN), this category must be used as a catch all for all other Chinese pupils within the main "Chinese" category. If used, cannot have category "Chinese" (CHNE).
OOTH	**Any Other Ethnic Group**	**OOTH**	**Any Other Ethnic Group**	**Any Other Ethnic Group**	**OOTH may not be used if any of the extended categories below (OAFG-OYEM) are used.**
OAFG	Afghan	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OARA	Arab Other	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	Include Palestinian, Kuwaiti, Jordanian and Saudi Arabian.
OEGY	Egyptian	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OFIL	Filipino	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OIRN	Iranian	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	

DfE Extended Codes	Approved Extended Categories	DfE Main Code	Sub- Category	Main Category	Comments
OIRQ	Iraqi	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OJPN	Japanese	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OKOR	Korean	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OKRD	Kurdish	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	Include Kurdish pupils from Iraq, Iran and Turkey.
OLAM	Latin/South/ Central American	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	Include all pupils from Central/ South America, Cuba and Belize.
OLEB	Lebanese	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OLIB	Libyan	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OMAL	Malay	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	Including Malaysian other than Malaysian Chinese.
OMRC	Moroccan	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OPOL	Polynesian	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	Including Fijian, Tongan, Samoan and Tahitian.
OTHA	Thai	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OVIE	Vietnamese	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OYEM	Yemeni	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	
OOEG	Other Ethnic Group	OOTH	Any Other Ethnic Group	Any Other Ethnic Group	If LAs collect information for "Any Other Ethnic Group" pupils using any of the **extended** categories above (OAFG-OYEM), this category must be used as a catch all for all other pupils within the main "Any Other Ethnic Group" category. If used, cannot have category "Any Other Ethnic Group" (OOTH).
REFU	**Refused**	**REFU**	**Refused**	**Refused**	
NOBT	**Information Not Yet Obtained**	**NOBT**	**Information Not Yet Obtained**	**Information Not Yet Obtained**	

Youth Support Services / Connexions agreement

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

Language code

Code	Description	Code	Description
ACL	Acholi	AKA	Akan/Twi-Fante
ADA	Adangme	AKAF	Akan (Fante)
AFA	Afar-Saho	AKAT	Akan (Twi/Asante)
AFK	Afrikaans	ALB	Albanian/Shqip

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

Code	Description	Code	Description
HGR	Hungarian	KURS	Kurdish (Sorani)
HIN	Hindi	LAO	Lao
IBA	Iban	LBA	Luba
IDM	Idoma	LBAC	Luba (Chiluba/Tshiluba)
IGA	Igala	LBAK	Luba (Kiluba)
IGB	Igbo	LGA	Luganda
IJO	Ijo (Any)	LGB	Lugbara
ILO	Ilokano	LGS	Lugisu/Lumasaba
ISK	Itsekiri	LIN	Lingala
ISL	Icelandic	LIT	Lithuanian
ITA	Italian	LNG	Lango (Uganda)
ITAA	Italian (Any Other)	LOZ	Lozi/Silozi
ITAN	Italian (Napoletan)	LSO	Lusoga
ITAS	Italian (Sicilian)	LTV	Latvian
JAV	Javanese	LTZ	Luxemburgish
JIN	Jinghpaw/Kachin	LUE	Luvale/Luena
JPN	Japanese	LUN	Lunda
KAM	Kikamba	LUO	Luo (Kenya/Tanzania)
KAN	Kannada	LUY	Luhya (Any)
KAR	Karen (Any)	MAG	Magahi
KAS	Kashmiri	MAI	Maithili
KAU	Kanuri	MAK	Makua
KAZ	Kazakh	MAN	Manding/Malinke
KCH	Katchi	MANA	Manding/Malinke (Any Other)
KGZ	Kirghiz/Kyrgyz	MANB	Bambara
KHA	Khasi	MANJ	Dyula/Jula
KHY	Kihaya/Luziba	MAO	Maori
KIN	Kinyarwanda	MAR	Marathi
KIR	Kirundi	MAS	Maasai
KIS	Kisi (West Africa)	MDV	Maldivian/Dhivehi
KLN	Kalenjin	MEN	Mende
KMB	Kimbundu	MKD	Macedonian
KME	Kimeru	MLG	Malagasy
KNK	Konkani	MLM	Malayalam
KNY	Kinyakyusa-Ngonde	MLT	Maltese
KON	Kikongo	MLY	Malay/Indonesian
KOR	Korean	MLYA	Malay (Any Other)
KPE	Kpelle	MLYI	Indonesian/Bahasa Indonesia
KRI	Krio	MNA	Magindanao-Maranao
KRU	Kru (Any)	MNG	Mongolian (Khalkha)
KSI	Kisii/Ekegusii (Kenya)	MNX	Manx Gaelic
KSU	Kisukuma	MOR	Moore/Mossi
KUR	Kurdish	MSC	Mauritian/Seychelles Creole
KURA	Kurdish (Any Other)	MUN	Munda (Any)
KURM	Kurdish (Kurmanji)	MYA	Maya (Any)

Code	Description
NAH	Nahuatl/Mexicano
NAM	Nama/Damara
NBN	Nubian (Any)
NDB	Ndebele
NDBS	Ndebele (South Africa)
NDBZ	Ndebele (Zimbabwe)
NEP	Nepali
NOR	Norwegian
NOT	Information not obtained*
NUE	Nuer/Naadh
NUP	Nupe
NWA	Newari
NZM	Nzema
OAM	Ambo/Oshiwambo
OAMK	Ambo (Kwanyama)
OAMN	Ambo (Ndonga)
OGN	Ogoni (Any)
ORI	Oriya
ORM	Oromo
OTB	Believed to be Other than English*
OTH	Other than English*
OTL	Other Language
PAG	Pangasinan
PAM	Pampangan
PAT	Pashto/Pakhto
PHA	Pahari/Himachali (India)
PHR	Pahari (Pakistan)
PNJ	Panjabi
PNJA	Panjabi (Any Other)
PNJG	Panjabi (Gurmukhi)
PNJM	Panjabi (Mirpuri)
PNJP	Panjabi (Pothwari)
POL	Polish
POR	Portuguese
PORA	Portuguese (Any Other)
PORB	Portuguese (Brazil)
PRS	Persian/Farsi
PRSA	Farsi/Persian (Any Other)
PRSD	Dari Persian
PRST	Tajiki Persian
QUE	Quechua
RAJ	Rajasthani/Marwari
REF	Refused*
RME	Romany/English Romanes
RMI	Romani (International)

Code	Description
RMN	Romanian
RMNM	Romanian (Moldova)
RMNR	Romanian (Romania)
RMS	Romansch
RNY	Runyakitara
RNYN	Runyankore-Ruchiga
RNYO	Runyoro-Rutooro
RUS	Russian
SAM	Samoan
SCB	Serbian/Croatian/Bosnian
SCBB	Bosnian
SCBC	Croatian
SCBS	Serbian
SCO	Scots
SHL	Shilluk/Cholo
SHO	Shona
SID	Sidamo
SIO	Sign Language (Other)
SLO	Slovak
SLV	Slovenian
SND	Sindhi
SNG	Sango
SNH	Sinhala
SOM	Somali
SPA	Spanish
SRD	Sardinian
SRK	Siraiki
SSO	Sotho/Sesotho
SSOO	Sotho/Sesotho (Southern)
SSOT	Sotho/Sesotho (Northern)
SSW	Swazi/Siswati
STS	Tswana/Setswana
SUN	Sundanese
SWA	Swahili/Kiswahili
SWAA	Swahili (Any Other)
SWAC	Comorian Swahili
SWAK	Swahili (Kingwana)
SWAM	Swahili (Brava/Mwiini)
SWAT	Swahili (Bajuni/Tikuu)
SWE	Swedish
TAM	Tamil
TEL	Telugu
TEM	Temne
TES	Teso/Ateso
TGE	Tigre

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

*Categories marked with an asterisk - Believed to be English, English, Information not obtained, Believed to be Other than English, Other than English and Refused - may be used by schools that have no need to use individual language codes.

Learner Support Code

Code	Description
24	Adult Learning Grant
32	Professional and Career Development Loan
35	Programmed Led Apprenticeship hardship fund
36	Care to Learn
41	Time off for study
53	Free Childcare for Training & Learning for Work
54	Adult Education Bursary
55	Vulnerable Group Bursary Awarded*
56	Discretionary Bursary Awarded*

*Only codes 55 and 56 will be collected in the School Census. The other codes are available for local use if required.

Adopted from care

Code	Description
N	Not declared
A	Ceased to be looked after through adoption
G	Ceased to be looked after through a special guardianship order (SGO)
R	Ceased to be looked after through a residence order (RO)

Pupil enrolment status

Code	Description
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)
F	FE College*
O	Other Provider*

*PRUs only

Pupil boarder indicator

Code	Description
B	Boarder - nights per week not specified
6	Boarder - six nights or less a week*
7	Boarder - seven nights a week*
N	Not a boarder

*Special schools only

National curriculum year group

Code	Description
N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 1 to 14
M	Mixed year class*
X	National Curriculum not followed - available only for special schools where pupils are not following a particular NC Year.

*This code is used for class information only and not for a pupil's national curriculum year group

Pupil SEN provision

Code	Description

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

Code	Description
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

Code	Description
FIXD	Fixed Period
PERM	Permanent
LNCH	Lunchtime

Pupil exclusion reason

Code	Description
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

8. Codesets – School Level

School phase

Code	Description
NS	Nursery
PS	Primary
MP	Middle (deemed primary)
MS	Middle (deemed secondary)
SS	Secondary
AT	All-through
SP	Special
PR	PRUs

School type

Code	Description
01	First school, 5-8
02	First school, 5-9
03	First school, 5-10
04	First and Middle school, 5-12
05	Middle school, 8-12, deemed Primary
06	Middle school, 9-13, deemed Primary
07	Middle school, 9-13, deemed Secondary
08	Middle school, 10-13, deemed Secondary
09	Comprehensive Upper school, 12-15/16
10	Comprehensive Upper school, 12-18
11	Comprehensive Upper school, 13-16
12	Comprehensive Upper school, 13-18
16	Infant school, 5-7/8
17	Junior school, 7/8-11
18	Infant and Junior school, 5-11
21	Comprehensive all-through, 11-16
22	Comprehensive all-through, 11-18
25	Junior Comprehensive, 11-13, automatic transfer
26	Junior Comprehensive, 11-14, automatic transfer
27	Junior Comprehensive, 11-16, optional transfer at 13
28	Junior Comprehensive, 11-16, optional transfer at 14
29	Senior Comprehensive, 13-16, automatic transfer
30	Senior Comprehensive, 13-18, optional transfer
31	Senior Comprehensive, 13-18, automatic transfer
32	Senior Comprehensive, 14-18, optional transfer
33	Senior Comprehensive, 14-18, automatic transfer
36	Non-Comprehensive Secondary - Modern
37	Non-Comprehensive Secondary - Grammar
38	Non-Comprehensive Secondary - Technical
39	Non-Comprehensive Secondary - Other
41	Middle school, 10-14, deemed Secondary
42	First school, 5-7;
43	First school, 7-10;
44	Comprehensive Upper school, 14/15-18
45	Middle school, 9-12, deemed Primary
46	Comprehensive, Middle and Upper, 10-16
47	City Technology College

Code	Description
48	Comprehensive Upper school, 11-16
49	Academies
50	Maintained Nursery
51	Direct Grant Nursery
52	Special School
53	Hospital Special School
54	LA Maintained PRU

National curriculum year group

Code	Description
N1	Nursery first year
N2	Nursery second year
R	Reception
1-14	Years 1 to 14
M	Mixed year class*
X	National Curriculum not followed - available only for special schools where pupils are not following a particular NC Year*

*Not used for maximum or minimum year group but are used for class key stage

Intake type

Code	Description
COMP	Comprehensive
SEL1	Selective (Grammar)
SEL2	Secondary Modern
SEL3	Selective (Technical)
SEL4	Religious School
SPEC	Special

Governance

Code	Description
CO	Community
VA	Voluntary Aided
VC	Voluntary Controlled
FO	Foundation
IN	Independent
NM	Non-Maintained
CT	CTC
CA	Academy