## Early Learning and Childcare Census Guidance

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# About the Census

**Who should complete the census**

All centres providing **funded** Early Learning and Childcare (ELC) in the week 11th to 15th September 2023.

A return has to be completed for all centres providing funded ELC to one or more children during census week. Centres with no children registered to receive funded ELC at the time of the census do not need to complete a full return and should only complete section 1 to state that no children are currently registered for funded ELC at that centre.

**Definition of funded Early Learning and Childcare**

Funded ELC refers to the ‘early learning and childcare’ which local authorities are under a duty to provide as set out in the relevant legislation (see [Annex C](#_Annex_C:_Relevant)). The current entitlement to 1140 hours is set out at section 48(1) of the Children and Young People (Scotland) Act 2014.

**Information required**

The census collects a range of information about your centre, funded registrations by age and additional support needs, and teaching and non-teaching staff (but not all staff members). Data supplied should relate to census week – 11th to 15th September 2023.

All questions must be answered. This document provides guidance on how to answer the questions.

**What the information is used for**

The information is essential to central and local government for service planning, delivery and implementation across the sector. It is also used for monitoring purposes. Data gathered on teachers and graduates are specifically used for workforce planning.

**How to complete the census**

The census should be completed online through the ProcXed system. Centres identified by the local authority as providing funded ELC in census week will be sent an email with login details. Once the census return is completed this should be saved and submitted to the local authority for checking. If no further changes are required, the local authority will submit the return to Scottish Government. If the local authority has queries with the return, they will contact the centre to resolve these so the return can be corrected and re-submitted.

**Where to get help**

If you need help to access or use the ProcXed system, please contact the ScotXed team: [elccensus@gov.scot](mailto:elccensus@gov.scot) or 0300 244 6615.

If help is needed to answer the questions, speak to your local authority contact in the first instance.

# Using ProcXed – Quick Overview

**Logging in and navigation**

* Go to the [ProcXed site](https://procxed.scotxed.net/ProcXed2017/Security/Logon.aspx?ReturnUrl=%2fProcXed2017%2fDataReturns%2fManageDataReturns.aspx)

* Log in using your CS number as your username and the password you have been sent separately by email.
* Once you have logged in, use the Menu (top left corner) to navigate around the system.
* **Manage data returns** should be selected to view and/or edit details

- **Local Authorities**: you can view details for each centre individually. *Individual centres can be selected from the drop down list at the top*.

**- ELC Centres:** you will only be able to view details for your particular centre.

* A list of all errors can be displayed by selecting **Validation Errors**.
* **View Reports** provides a list of all centres and their details in one place.

**Reports**

Reports can be run to show all your data together. This can be exported to Excel, which may make it easier to identify corrections – *see instructions below*.

**Viewing a report with all data**

1. Go to “Reports” in the menu and select “View Reports”.
2. Under *Data Collection Type*select “Early Learning and Childcare”
3. Under *Reports* select “Centre Summary”
4. Under *Data Collection* select “Early Learning and Childcare 2023”
5. Check the box for “Advanced Search” and type in organisation name *(note: if you are an ELC centre, your details will already be selected)*
6. Select the radio button “Selected Organisation”
7. Click “View Report”

**Exporting a report with all data**

In the report, click on the save icon (appears in bar at the top of the page) and select Excel from the drop down menu.

**Editing and amending returns**

If any errors are identified, these can be corrected by going back in to the census and editing information – *see instructions below*.

**Editing data**

1. Go to “Data Returns” in the menu and select “Manage Data Returns”.
2. Under *Data Collection Type* select “Early Learning and Childcare”.
3. Under *Data Collection* select “Early Learning and Childcare 2023”. This will load *Data Returns* information.
4. Click on “Select” in the *Data Returns* section. This will load *Data Returns Components* information (you may have to scroll down to see this).
5. Click on the “Edit” button to enter the survey for editing (if “View” is selected this will not allow any changes made to be saved). Select the establishment whose data you wish to change from the drop down menu. Centres are listed in alphabetical order. (Note: if you are an ELC centre, only your details will be available.)
6. Remember to click on “Save” to save your data.
7. Once you have made all the required changes, click on “Save and Submit” twice to submit your data.

**Saving and submitting a return**

**Remember to save the form regularly.** This will avoid you losing any data you have entered, the system times out after 10 minutes. Calculated information, e.g. total number of registrations, will not be displayed until the form has been saved.

You can logout and log in as many times as you like, prior to submitting. But remember to save before you log out.

Once you have finished with your return, click ‘Save and Submit for Review’. **Note:** to prevent forms from being accidentally submitted, you will be asked to select this again to confirm this is what you want to do.

**Further guidance**

More detailed guidance for using ProcXed is available on the survey website:

[Scottish Government Early Learning and Childcare collection website](http://www.gov.scot/Topics/Statistics/ScotXed/SchoolEducation/EarlyLearningandChildcare)

**Other useful information before you start**

**Pre-populated questions**

Questions (i) – (vii) have been pre-populated with information received from the local authority earlier on this year. If any of this information is incorrect, please enter the correct information and save the form. **Note:** information contained within questions (i), (ii) and (iv) cannot be edited. Please inform ScotXed if the details here are incorrect.

**Important:** In previous years some other key questions throughout the form were pre-populated with data from the previous year’s return where this was available. To improve data accuracy this is no longer the case and published data will only include information returned this year.

**Answering questions**

All questions must be answered. Questions will be answered by either selecting the appropriate option from the dropdown menu or by typing information directly in to the box.   
Guidance on how to answer all questions is provided in this document and is available online at:

[Scottish Government Early-learning-and-childcare collection website](https://www.gov.scot/publications/scottish-exchange-of-data-early-learning-and-childcare/)

In the form itself, where you see a blue ‘I’ icon, hover over this to get brief guidance for that particular question.

# Section 1 – About the centre

**(iii) Definition of funded early learning and childcare**

**Important! *Funded early learning and childcare refers only to ‘early learning and childcare’ local authorities are under a duty to provide, as set out in*** [***Annex C.***](#_Annex_C:_Relevant)Funded provision with childminders should NOT be included.

If you **do** provide funded ELC, select the ‘Yes’ option that describes the type of provision your centre offers.

a. Yes, local authority – select this if your nursery classes or provision is local authority run, part of a local authority school or a local authority funded centre.

b. Yes, partnership - private – select this if your centre is privately run and offers places that are funded by the local authority. This could include nurseries, centres and playgroups.

c. Yes, partnership – other – select this if your centre is voluntary, charitable and not-for-profit and offers places that are funded by the local authority. This could include nurseries, centres and playgroups.

If your centre has **no registrations funded by the local authority** on 11th to 15th September 2023 select ‘No, does not provide funded ELC’. You are not required to provide any further information. Click ‘Save and Submit for Review’ (twice, second time to confirm) to return the form.

**(v) Recording whether early learning and childcare is provided in the Gaelic medium**

Select ‘No’ if teaching is not in the Gaelic medium, or there are only occasional lessons in Gaelic.

Select ‘Yes’ if teaching is predominantly in the Gaelic medium. For centres which offer both Gaelic and English teaching, select ‘Yes’ if at least some children are taught in the Gaelic medium.

**(vi) What point would a new 3 year old child (i.e. who has not already had a place as a 2 year old) be eligible to get a funded early learning and childcare place at your centre**

This is to help us understand when parents across Scotland can start to apply for funded early learning and childcare places for children who enter at 3 years old (i.e. they are not continuing a funded placement they had as a 2 year old). Select the appropriate option based on when children would be eligible to attend, regardless of whether or not a space is available.

If ‘Other’ is selected, please provide details in the text box.

**(vii) Number of weeks your centre is funded for early learning and childcare**

Enter the number of weeks per year your centre receives funding (excluding holidays) for ELC.

If there are some children attending and receiving funded ELC for an extended period (e.g. during the school holidays), then please include these weeks.

This information is used alongside information on number of hours to calculate the full time equivalent (FTE) of staff where FTE itself is not known.

**(viii) Support from a centrally (local authority) employed teacher**

Some local authorities employ teachers to work across multiple ELC settings, usually where there are no teachers based in the centre itself. This can be done on either a timetabled basis or to respond to ad hoc needs as they arise. This question is **not** referring to teachers who are based in one centre only. Select the relevant option for your centre.

**(ix) Number of hours per week full-time staff are usually contracted to work in your local authority.**

Provide the standard number of hours that full time ELC staff work per week in your local authority. If you are unclear about what constitutes full time within your authority, you should communicate with your local authority contact to confirm.

This information is used alongside information on number of weeks to calculate the full time equivalent (FTE) of any member of staff where FTE itself is not known.

**(x) Qualifications held by the manager of your centre**

Select the relevant qualification from the drop down list.

This information is collected to monitor the skills mix of the workforce and identify the qualifications of early years managers.

**If the manager is listed as a graduate, teacher, or head teacher, a staff member with that qualification must be included in Section 3A or 3B.**

# Section 2 – Funded registrations

**Important! *Only include children registered for funded ELC places when answering questions 1 and 2. Do NOT include children registered for ELC that are not in a funded place. Ensure children are recorded against the correct age group, especially for 2 year olds. If a child started as a 2 year old the previous year, consider if they are now an eligible 3 year old or if they should still be recorded as a 2 year old.***

**1) Number of (local authority) funded registrations by age**

Absences: Include any children who would normally have attended during census week but were absent (e.g. if they were sick or on holiday).

The total number of funded registrations for each age group must be entered in the relevant box. The total number of funded registrations in your centre is automatically calculated when you click save.

**Important!**

* **Do NOT include funded registrations with childminders**
* **This guidance is based on the statutory eligibility criteria for three year olds (start around term after 3rd birthday). See link below:**

[**My Gov website- Help paying for childcare**](https://www.mygov.scot/childcare-costs-help/funded-early-learning-and-childcare/)

* **Some local authorities offer ELC on different eligibility criteria, if you are unsure please seek advice from your local authority contact.**

**1.1) Under 2s** – born 1st September 2021 or after AND who receive local authority funding. Note that this cut-off date may be slightly later depending on the eligibility criteria used in your local authority. This funding will be on a discretionary basis (as eligibility only refers to those aged 2 and above) as decided upon by the local authority.

**1.2) 2 year olds** – born 1st September 2020 to 31st August 2021 (although if your local authority follows different eligibility criteria to the statutory eligibility criteria, this may be up to the third week of September 2021 – contact your local authority contact if you are unsure). 2 year olds may receive funding for ELC because they:

* are looked after
* are under a kinship care order, or have a guardian
* have a care experienced parent
* have a parent on qualifying benefits, from the first term after the child’s 2nd birthday
* are in need, vulnerable or under local priorities

*Note: this may include eligible 2 year olds who started in term 2 or 3 the previous academic year.*

Provide the total number of two years olds AND the total number for each of the five subcategories. Each child should be included in **only one** of the subcategories (so the total of the subcategories equals the total number of 2 year olds). If more than one of the subcategories applies, then select only the category that comes first in the list below. For example, if a child is eligible because they are ‘looked after’ and ‘in need, vulnerable or under local priorities’ then only select the ‘looked after’ subcategory. See below for a further explanation of subcategories.

* Looked after – where the local authority has a responsibility to provide support to the child. A child can be looked after at home or away from home.
* Kinship care order, or have a parent-appointed guardian – Kinship care orders are an alternative to formal care which recognise the parenting role of kinship carers (such as grandparents) in the lives of children. A parent appointed guardian would often be a guardian appointed by a parent in their will.
* Child of a care experienced parent – a child who is not currently living in care, but has at least one parent who has experienced living in care. This could refer to parent who has been in care at any stage in their life. This care may have been provided in one of many different settings such as in residential care, foster care, kinship care, or through being looked-after at home with a supervision requirement. Children of these parents are entitled to access a funded place under a national agreement for local authorities to use their discretionary powers. Children will be recorded here where a parent has positively disclosed their care experience during the application process. Local authorities should not seek to find out about a parent’s experience in order to record a registration under this criteria. If you are not sure, record under the general discretionary criteria (labelled ‘In need, vulnerable or under local priorities’).
* Parent on qualifying benefits – as stipulated in the Children and Young People (Scotland) Act 2014. Only include children in this category if this is the only reason they qualify for a funded place, for example, if a child is looked after and has a parent on qualifying benefits, include them in the ‘looked after’ subcategory.
* In need, vulnerable or under local priorities – This includes 2 year olds who have funded places as a means to fulfil local authority duties as set out under section 27 of the Children (Scotland) Act 1995. This duty is to provide ‘such day care for children in need within their area who…are aged five or under; and…have not yet commenced attendance at a school, as is appropriate…’ . As well as a discretionary power for local authorities to provide such day care to children of that description who are not in need.

It may also be used to record children that meet a locally set policy to provide access to a funded place. This can include children who have been part of the Family Nurse Partnership programme.

**1.3) 3 year olds** – born 1st March 2020 to 31st August 2020. Note that if your local authority follows different eligibility criteria to the statutory eligibility criteria, this may be up to the third week of September 2020 – contact your local authority contact if you are unsure. This is the age group that was previously referred to as ‘**ante pre-school**’.

**1.4) 4 year olds** – born 1st March 2019 to 29th February 2020. This is the age group that was previously referred to as ‘**pre-school’**.

**1.5) Deferred (5 year olds)** – born 1st September 2018 to 28th February 2019. These are children who have deferred entry for starting primary school and are receiving funded ELC. Do not include any deferrals that are not funded.

**2) Number of funded registrations by additional support need**

**2.1) Total number whose home language is not English, Gaelic, Scots or Sign Language**

Enter the number of children who have a home language other than English, Gaelic, Scots or British Sign Language.

Enter 0 if there are no children in this category.

**2.2) Total number requiring additional support for learning**

Additional support needs arise from four main factors: disability or health, learning environment, family circumstances and social and emotional factors. Additional support needs may be of short or long-term duration.

Include children registered for funded early learning and childcare who you also consider to require additional support for learning, regardless of whether they have an Individual Education Programme or a Co-ordinated Support Plan or not.

Enter the total number of children requiring additional support for learning. Children should be counted once in the total number.

Enter 0 if there are no children in the setting requiring additional support for learning.

**How many of these children require support for:**

The categories are based on the categories used in the pupil census, although some of the categories used in the pupil census are combined in this ELC census. The categories are listed below. Where categories are combined, the names of the pupil census categories are noted alongside the category below. **Further** **explanations for some of the categories are included in** [**Annex A**](#_Annex_A:_Additional) **of this guidance**.

2.2.1 – 2.2.12) Enter the number of children requiring support under each of the reasons categorised below whose places are funded by the local authority. **Children can be counted in multiple categories, but should only be counted within each category once**.

For example, if a child requires support for two reasons included in the *Other* category, then they should only be counted once in the *Other* category; but they could also be counted again within a different category, for example, under *Autistic spectrum disorder*.

Enter 0 for categories where no children in the setting require support for that reason.

**2.2.1) Autistic spectrum disorder**

**2.2.2) English as an additional language**

**2.2.3) Family issues (including bereavement and young carers)** – this includes bereavement, family issues, or being a young carer

**2.2.4) Hearing or visual impairment, or deafblind** – this includes visual impairment, a hearing impairment, or deafblind.

**2.2.5) Language, speech and communication** – this includes a language or speech disorder, or communication support needs.

**2.2.6) Learning disability**

**2.2.7) Learning difficulty**

**2.2.8) Dyslexia**

**2.2.9) Looked after -** this refers to children who are ‘Looked After’ by the local authority in terms of the Children (Scotland) Act 1995.

**2.2.10) Physical or motor impairment, or physical or mental health problem -** this includes a physical or motor impairment, a physical health problem, or mental health problem.

**2.2.11) Social, emotional and behavioural difficulty**

**2.2.12) Other (including substance misuse, risk of exclusion, more able pupil, interrupted learning)** – this includes substance misuse, risk of exclusion, more able pupil, or interrupted learning.

**2.3) Total number assessed or declared disabled**

A child is disabled if he/she has a physical or mental impairment which has a substantial and long-term (i.e. lasts more than a year) adverse effect on his/her ability to carry out normal day-to-day activities.

Enter the number of children that have been assessed or declared disabled. Enter 0 if no children in the centre are assessed or declared disabled. The definitions of assessed or declared are below.

Assessed disabled:

A person is disabled if he/she meets the definition of disability within the Equality Act 2010. i.e. they have a physical or mental impairment which has a substantial and long-term (i.e. lasts more than a year) adverse effect on his/her ability to carry out normal day-to-day activities.

Enter here whether the child or young person has been assessed as disabled by a qualified professional irrespective of whether the child or parent has declared them as disabled. By including a child or young person within this field, the setting acknowledges that the child or young person has a disability.

A qualified professional for these purposes could be an appropriate health professional, educational psychologist, or similar.

Declared disabled:

A person is disabled if he/she meets the definition of disability within the Equality Act 2010. i.e. they have a physical or mental impairment which has a substantial and long-term (i.e. lasts more than a year) adverse effect on his/her ability to carry out normal day-to-day activities.

Enter here whether the child or parent has declared that the child is disabled, irrespective of whether the declaration has been confirmed by a professional assessment.

**2.4) Total number with a support plan(s)**

Enter the total number of children with support plans whose places are funded by the local authority. Children should be counted once in the total number, even if they have two or more support plans.

Enter 0 if no children have support plans.

These children should also already have been included in question 2.2 as requiring additional support for learning and/or question 2.3, so this figure should be the same as, or less than, the total of your answers to question 2.2 and question 2.3.

**How many of those children have a plan:**

Enter the number of children funded by the local authority for each type of support plan. Children can be counted in multiple categories (for example, if they have both a CSP and IEP), but should only be counted once in each category.

Enter 0 where no children in the setting have that particular support plan.

**2.4.1) Co-ordinated Support Plan**

A Co-ordinated Support Plan (CSP) is a statutory educational planning document which must be prepared for those children who have enduring additional support needs which arise from complex or multiple factors and who require significant support from both within and outwith education services. Do not count those children who are in the process of being assessed for a CSP.

**2.4.2) Individualised Educational Programme (IEP)**

An Individualised Educational Programme is a tailored, individualised plan or programme of support which is expected to last up to a year. Learning targets within the plan are usually of multiple months or termly duration and this plan is reviewed. This plan may be known in your local authority as an additional support plan, or other similar name.

**2.4.3) Child’s Plan**

This category is for local authorities who have introduced GIRFEC (Getting it Right for Every Child) only and should be used to record GIRFEC Child’s Plans only.

**2.4.4) Other**

This need type is there to record any other type of additional support that does not fit into any of the other categories. This could include: Stage 1 or 2 intervention (interventions at class or setting level), other formal or informal support, temporary or short term support (possibly as an interim measure pending a formal plan).

# Section 3A – Staffing – Staff, not including teachers, who hold or are working towards degree qualifications within early years

**3) Details of staff who hold or are working towards degree level (SCQF level 9) qualifications relevant to their career development or registration within early years:**

**Important! This question does NOT include all staff working at the centre.**

**Who to include**

* Include paid staff who hold, or are working towards, degree level (SCQF level 9 or above) qualifications **relevant** to early years, (**excluding** GTCS registered teachers).
* Only include staff who are employed by your centre to provide early learning and childcare and are based in your centre.
* Include staff funded as part of the Additional Graduate Commitment who meet these criteria.
* Exclude staff who are on maternity leave or long-term sick leave, although if the post is being covered by someone else, include them in the return.

This question will be used by the Scottish Government for workforce planning and to help monitor the Additional Graduate Commitment, and so it is important that you do not include other staff that do not fit in this category.

**DO NOT** include anyone who is centrally (local authority) employed as details for these members of staff will be submitted separately by the local authority.

Nursery classes in **primary schools** should include only the staff who work in or manage the nursery class and only the hours they spend with the nursery class. The remainder of these staff members’ time will be counted in the Staff Survey of primary and secondary schools and the data will be published alongside the early learning and childcare data. **Any staff who work in both the nursery and the primary school, should not have an FTE greater than 1 when totalled across this ELC census and the Staff Survey of primary and secondary schools.** See Annex B for further information on how to calculate FTE.

**SSSC registration number**

Enter the registration number if the member of staff is registered with the Scottish Social Services Council (SSSC). **Enter the SSSC number in the following format: SCR-0000000**. If the member of staff is not registered with SSSC, but is registered with another relevant body, such as the General Medical Council, then enter the registration number of that body. Registration numbers are used to compare staff records for staff that work across more than one centre, to analyse work patterns and ensure that their FTE is not calculated to be greater than 1.

**Job type**

If the member of staff is funded as part of the Additional Graduate Commitment then select the appropriate option indicating that they are an Additional Graduate / Equity and Excellence Lead. Only include staff funded as part of the Additional Graduate Commitment under these options. These staff are also known as Equity and Excellence Leads. If you have an Equity and Excellence Lead graduate staff member, then please include them under the appropriate Additional Graduate category.

Select one of the following options which are the SSSC registration categories (except for the Additional Graduate options):

* **Manager/lead practitioner**
* **Practitioner/senior practitioner**
* **Support worker**
* **Other**
* **Additional Graduate/Equity and Excellence Lead – manager/lead practitioner**
* **Additional Graduate/Equity and Excellence Lead – practitioner/senior practitioner**

If the staff member is not registered with the SSSC then select the category that most closely matches their job type.

**Qualifications**

**The benchmark qualifications required by the SSSC for registration as a manager/lead practitioner are**:

* BA Childhood Practice
* BA (Honours) Childhood Practice (Strathclyde University)
* Graduate Diploma Childhood Practice (the University of the West of Scotland)
* SQA Professional Development Award Childhood Practice (360 credits at SCQF Level 9)
* Postgraduate Diploma in Childhood Practice
* Master of Education Childhood Practice, Glasgow University and Dundee University

**Select the qualification level of the staff member from the following categories listed:**

* **With qualifications required to meet SSSC benchmark for registration as a manager/lead practitioner**

-Include non-GTCS manager/lead practitioners that **hold** one of the benchmark qualifications required by the SSSC for registration as a manager/lead practitioner listed above.

* **With related degree level qualification and working towards qualifications required to meet SSSC benchmark for registration as a manager/lead practitioner**

-Include non-GTCS manager/lead practitioners that are **working towards one** of the benchmark qualifications required by the SSSC for registration as a manager/lead practitioner, listed above, **and hold a degree level (SCQF level 9 or above) qualification related to early years**. Related degrees are those that are recognised as prior learning and may be used for entry to the benchmark qualifications, or count towards studying for the benchmark qualifications. Those with non-related degrees, such as a physics or accounting degree, working towards a benchmark qualification should be included in the next category.

- Also include non-GTCS manager/lead practitioners in this category that have degree level qualifications that were previously acceptable for registration with the SSSC as a manager/lead practitioner, and have a condition on their registration to obtain one of the benchmark qualifications listed above.

* **Currently do not hold a related degree level qualification and are working towards qualifications required to meet SSSC benchmark for registration as a manager/lead practitioner**

- Include non-GTCS manager/lead practitioners that are **working towards** one of the benchmark qualifications required by the SSSC for registration as a manager/lead practitioner (listed on the previous page) **and do not hold a degree (SCQF level 9) qualification related to** **early years**. For example this may include those that hold a degree that is not related to early years, such as physics or accounting; or those that hold a qualification related to early years that is below degree level (SCQF level 9).

* **Hold another degree level qualification sufficient to meet the registration standards of another regulatory body (e.g. Nursing and Midwifery Council, General Medical Council) and are not registered with SSSC. However, do not include teachers registered with the GTCS as they will be covered in section 3B.**

**-** Include staff who hold a degree level (SCQF level 9 or above) qualification required to meet the standards of the regulatory body that they are registered with.

For each member of staff, provide the information below:

* SSSC registration number or registration number of other relevant body
* Job type - based on SSSC registration categories
* Qualification level of staff member
* FTE, or information for hours per week AND weeks per year\*

**Calculated FTE:** this will be calculated from hours per week, weeks per year and information provided at questions (vii) and (ix).

**\*Note:** The option to record weeks per year has been included for staff that work only for a few weeks at a time at each centre. For staff that work throughout the year, this can be left blank.

Completing FTE and hours and weeks will result in an error.

**Adding more members of staff**

Once you have provided details for the first staff member, click the ‘Add another member of staff’ button to provide information for the second. A new blank record will be created, added to the bottom, to be completed in the same way as the first. Repeat this for each additional member of staff. You should end up with a row for each member of staff, creating a list of all (non-GTCS registered) staff.

The boxes at the bottom will show the total number and FTE of all staff. This will be calculated automatically from the information entered.

If a member of staff is added by accident, they can be removed by using the ‘Remove’ button.

# Section 3B – Staffing – GTCS registered teachers

**Important!** ***If your centre does not employ any teachers, check that the ‘Total Number’ and ‘Total FTE’ boxes show a ‘0’. No further information is required. Click Save and move to section 4.***

**4) Details of GTCS registered teachers employed by this centre**

**Who to include**

Include only qualified teachers registered with the General Teaching Council for Scotland (GTCS) employed by your centre to provide early learning and childcare and who are based in your centre. This question is used by the Scottish Government to monitor the number of teachers working in ELC and for workforce planning, so it is important that you do not include other qualified carers who are not teachers.

Exclude staff who are on maternity leave or long-term sick leave, although if the post is being covered by someone else, include them in the return.

**DO NOT** include anyone who is centrally (local authority) employed as details for these teachers will be submitted separately by the local authority.

Nursery classes in **primary schools** should include only the teachers/head teachers that work in or manage the nursery class and only the hours they spend with the nursery class. The remainder of these teacher’s time will be counted in the Staff Survey of primary and secondary schools and the data will be published alongside the early learning and childcare data. **Any staff who work in both the nursery and the primary school, should not have an FTE greater than 1.** See Annex B for further information on how to calculate FTE.

If a nursery class in a primary school is managed by a teacher or head teacher within the school, that teacher **must be included in this section with FTE apportioned to the ELC setting.** The FTE in the primary school should be reduced accordingly so that total FTE is not greater than 1.

**Job type**

If the teacher is funded as part of the Additional Graduate Commitment then select the appropriate option indicating that they are an Additional Graduate / Equity and Excellence Lead. Only include teachers funded as part of the Additional Graduate Commitment under this option. These staff are also known as Equity and Excellence Leads. If you have an Equity and Excellence lead teacher, then please include them under the appropriate Additional Graduate category.

Select one of the following options which are GTCS job types (except for the Additional Graduate option):

* **GTCS registered depute/Head Teacher**
* **GTCS registered senior/principal teachers**
* **GTCS Registered Teachers**
* **Additional Graduate/Equity and Excellence Lead**

**For each teacher, provide the following information:**

* **GTCS registration number** - this will be a 6 digit number
* **Age** - as a whole year
* **Gender** - select ‘M’ or ‘F’
* **Job type** - select appropriate option from dropdown menu
* **FTE (if known), OR information for hours per week and weeks per year**\*
* Whether they have **another teaching position** (e.g. in another ELC centre or primary class) - Select ‘yes’ or ‘no’. If ‘yes’ FTE must be less than 1.

\*Note: The option to record weeks per year has been included for those teachers that work only for a few weeks at a time at each centre. For teachers that work throughout the year, this can be left blank. Completing FTE and hours and weeks will result in an error.

**Adding more teachers**

Once you have provided details for the first teacher, click the ‘Add another teacher’ button to provide information for the second. A new blank record will be created, added to the bottom, to be completed in the same way as with the first. Repeat this for each additional teacher. You should end up with a row for each.

The boxes at the bottom will show the total number and FTE of all teachers. This will be calculated automatically from the information entered.

If a member of staff is added by accident, they can be removed by using the ‘Remove’ button.

# Section 4 – Other teacher information

**5) Approximate number of days per year this centre receives occasional or ad hoc support from GTCS registered teachers not employed by this centre.**

Some centres receive occasional or ad hoc support from an external GTCS registered teacher alongside or instead of that provided by teachers employed by the centre. Only include GTCS registered teachers that are **not** employed by your centre who have provided support between 17 September 2022 and 16 September 2023. Include external GTCS registered teachers who cover for sick absence.

Enter number of days in the box provided. This should only be a non-zero value if one of the ‘Yes’ options have been selected at question (vii). Enter 0 if you have answered ‘No’ to question (vii).

**6) Number of children who have access to a GTCS registered teacher during census week.**

Only count children registered for early learning and childcare whose places are funded by the local authority. Include any children who would normally have attended during census week but could not do so due to absence.

Systems for providing access to a teacher vary. A child having access to a GTCS registered teacher means the teacher being present in an early learning and childcare education setting when the child is in attendance.

Enter a number in the box provided.

# Annex A: Additional Support Needs Categories

**Autistic spectrum disorder**

Autism is a lifelong developmental disorder more commonly referred to as autism spectrum disorder (ASD) but also known as autism spectrum condition (ASC). Within this spectrum learners can have a range of support needs.

Learners can experience problems with:

* Communication – both verbal and non-verbal.
* Reciprocal social interaction
* Restrictive, repetitive and stereotypical routines of behaviour
* Sensory sensitivities

**Autistic Spectrum Disorders (ASD)** is a neurodevelopmental disorder that appears early in life, generally before the age of three.

Children with autism may have problems with relating to others, difficulties with communication, and limited imagination. Autistic traits persist into adulthood, but vary in severity.

**Asperger syndrome** is an autistic spectrum disorder, often referred to as high functioning autism. A key feature of Asperger syndrome is the lack of intuitive ability to adapt socially and fit in with others. Language may be used in a stilted and stereotyped manner. People with Asperger syndrome have no general cognitive delay, meaning their overall IQ is in the normal range or above.

**English as an additional language**

Bilingual children or young people, whose first language is not English, may already be fluent in one or more other languages with a wide range of achievements, skills and attributes. Any lack of English should be addressed within a learning and teaching programme which takes full account of the individual’s abilities and learning needs.

**Family issues (including bereavement and young carers)**

**Family Issues**

This includes:

* Where family life is disrupted, perhaps through parental alcohol, drug or domestic abuse or mental health problems, and the child or young person is not receiving the parental support, direction and guidance needed to make the most of ELC.
* Where the family may be under stress from external factors such as poverty, familial imprisonment, or social circumstances
* When a parent/carer/sibling is away on active service or detachment with the Armed Forces

**Young Carer**

By 'young carer' we mean a child or young person aged under 18 who has a significant role in looking after someone else who is experiencing illness or disability.

**Bereavement**

Bereavement may require short-term or longer-term support. The bereavement may relate to a family member or friend or other person with whom the child or young person has an established relationship.

**Hearing or visual impairment, or deafblind**

**Hearing Impairment**

A child or young person may be considered to have a hearing impairment if they have a permanent or prolonged hearing impairment which require use of specialist equipment e.g. hearing aids, Edulink, sound field systems, or, adaptation of the environment e.g. position in class, noise reduction strategies, or, adaptation of delivery of the curriculum e.g. signing, visual presentation of information.

Some children with a hearing impairment may be of the view that their hearing aid removes any barriers to learning and any need for additional support in the setting. However, in order to support/manage language development, these children should be recorded.

**Visual Impairment**

The Visual Impairment Network for Children and Young People has a [technical definition](http://www.vincyp.scot.nhs.uk/vincyp-definition/) of visual Impairment. A child or young person may be considered to have a visual impairment where which they have partial or complete loss of sight. This may require adaptations of the curriculum (e.g. enlarged print, maximum contrast), or, adaptation of the environment, (e.g. position in class, use of window blinds, or, the use of specialist equipment e.g. magnifiers, CCTV).

Children who wear glasses to improve their vision and who therefore do not require or receive additional support should not be recorded here.

**Deafblind**

Deafblindness, sometimes known as dual sensory impairment or multi-sensory impairment, is a combination of sight loss (see Contact guidance for Vision disorders in Childhood) and deafness. A very small number of people with Deafblindness are totally blind and deaf, but most have some useful vision and/or hearing. It may not be clear at first how well a child will be able to see or hear, especially if they have other additional support needs. Deafblind people will have difficulties with communication, mobility and access to information.

**Language, speech and communication**

A language or speech disorder. This may include where a child or young person:

* has difficult producing speech sounds accurately;
* stammers;
* has voice problems such as loss of voice or hoarseness;
* problems understanding and/or using language;
* difficulties understanding others
* chooses not to speak (sometimes described as ‘mutism’ or ‘voluntary mutism’)

**Communication Support Needs**

To be used where no more specific category exists. The child or young person may be receiving support with speech and language or communication needs. Or benefiting from nurturing approaches to develop their inter-personal skills or communication with others.

**Learning disability**

Learning disabilities are many and varied. The terms 'mild', 'moderate', 'severe' and complex are often used to signify degree of difficulty experienced. The learning disability category is used when a child has complex and multiple needs. You would include a child or young person in this category if they require substantial support.

Many children with severe and complex factors have a range of needs including physical, sensory, mental and learning difficulties arising from a number of conditions such as Downes Syndrome or Alcohol Spectrum Disorder.

Learning disability is usually identified in early childhood following concerns about delayed development. Children and young people with a learning disability tend to take longer to learn and need higher level of support to develop skills, understand and recall of complex information and interact with other people. Often there are problems with dressing, washing, other aspects of self-care, socialising and communication with others.

The meaning of disability, used in the code, is as defined in the Equality Act 2010. This provides that a child or young person has a disability if a person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities. Technical Guidance on the Equality Act is available from [Equality and human rights webpage](https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-technical-guidance).

Note: not all learning difficulties are of sufficient complexity to be considered a learning disability.

**Dyslexia**

Described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

* auditory and /or visual processing of language-based information
* phonological awareness
* oral language skills and reading fluency
* short-term and working memory
* sequencing and directionality
* number skills
* organisational ability

Motor skills and co-ordination may also be affected.

**Learning Difficulty**

A learning difficulty affects the brain’s ability to receive process, analyse or store information. Examples include:

* **Dyscalculia** – a condition that affects the ability to acquire arithmetical skills. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
* **Dyspraxia** – a condition affecting physical co-ordination that causes a child to perform less well than expected in daily activities for his or her age, and appear to move clumsily[[1]](#footnote-1).

Use this category as a default for any moderate learning difficulty.

**Looked after**

This refers to children who are ‘Looked After’ by the local authority in terms of the Children (Scotland) Act 1995. The Act defines the term Looked After in the following way:

* children provided with accommodation by local authorities under section 25 of the Act
* children who are subject to supervision requirements following decisions by a children's hearing
* children who are subject to an order, warrant or authorisation under which the local authority has responsibilities with respects to the child.

**The Education (Additional Support for Learning) (Scotland) Act 2004 deems that** [**looked after children have additional support needs until they are assessed otherwise**](https://beta.gov.scot/publications/supporting-childrens-learning-statutory-guidance-education-additional-support-learning-scotland/pages/3/). This includes children looked after at home and children looked after away from home.

**Looked after at home**: where the child or young person is subject to a compulsory supervision order made by a Children’s Hearing. The child or young person continues to live in their normal place of residence (i.e. often the family home).

**Looked after away from home** (i.e. away from their normal place of residence): where the child or young person is subject to a compulsory supervision order made by a Children’s Hearing with a condition of residence specifying a place other than the family home, or is provided with accommodation. The child or young person is cared for away from their normal place of residence, e.g. in a foster care placement, residential/children’s unit, a residential school, a secure unit or a kinship placement.

**Physical or motor impairment, or physical or mental health problem**

A physical impairment is when a child has an injury or disability that hinders normal physical functioning.

A motor impairment is when a child has a loss or limited function in their muscle control, movement or mobility e.g. Cerebral Palsy, Muscular Dystrophy, Spina Bifida. This also includes difficulties with motor skills and Developmental Co-ordination Disorder (DCD), also known as dyspraxia, is a condition affecting physical co-ordination that causes a child to perform less well than expected in daily activities for his or her age, and appear to move clumsily.

**Physical Health Problem**

You should record information about children and young people who receive additional support as a result of having a physical health problem.

A physical health need (e.g. Childhood Malignancy, Cystic Fibrosis, Congenital Heart Disease, Epilepsy, injury or surgery and low birth weight) can be short or long term. A long term physical condition requires ongoing management over a period of years or decades. This could include diabetes, cardiovascular, cancer or asthma.

In the short term, poor physical health can lead to an increased risk of developing mental health problems. Similarly, poor mental health can negatively impact on physical health, leading to an increased risk of some conditions.

**Mental Health Problem**

You should record information about children and young people who receive additional support as a result of having a mental health problem.

The World Health Organisation definition in low level mental health issues is:

*Mental health is defined as a state of wellbeing in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*

Mental health problems are a broad range of different symptoms. Examples include anxiety, depression, eating disorders, self-harming behaviour, and attachment disorders bipolar disorder, conduct disorders such as Obsessive Compulsive Disorder (OCD), ADD, and syndromes such as Tourette’s.

Tourette Syndrome is a complex neurological condition which is not emotional in its origin.  It is more than just 'tics', i.e. involuntary movements and sounds, for the majority of sufferers and is commonly associated with conditions such as Obsessive Compulsive Behaviour/Disorder, ADHD (Attention Deficit Hyperactivity Disorder), Motor-skills/co-ordination difficulties and more.

**Social, emotional and behavioural difficulty (SEBD)**

Children or young people with behavioural, emotional and social needs cover the full range of ability and severity. Their behaviours present a barrier to learning.

A child who has had an Adverse Childhood Experience(s) may also benefit from additional support to overcome barriers to their learning. An Adverse Childhood Experience(s) is a term given to describe a range of traumatic experiences including abuse and neglect that occur to individuals under the age of 18 years.

Children or young people with a range of needs, including emotional such as depression and conduct disorders such as oppositional defiance disorder (ODD); attention deficit disorder (ADD); and syndromes such as Tourette's, should be recorded as SEBD if additional or different educational arrangements are being made to support them.

Attention Deficit Hyperactivity Disorder (ADHD**)** is a neuro-developmental condition – which means it is part of the make-up of the brain.A person with ADHD will almost certainly have difficulties with impulsiveness, inattention and hyperactivity. They may be unable to sit still, plan ahead, finish tasks or (because of their short attention span) be unaware of what is going on around them.

Those with physical, emotional, social and communication difficulties may also show behaviour that is worrying, difficult or challenging.

**Other (including substance misuse, risk of exclusion, more able pupil, interrupted learning)**

**Substance Misuse**

Substance Misuse by the child or young person which is significantly impacting on their wellbeing. Substance misuse may include the misuse of alcohol, tobacco, prescription and non-prescription drugs or other illegal substances.

This should not be used to record information about additional support provided as a result of parental substance misuse.

**Risk of Exclusion**

Where a child is on a programme of support due to being at risk of exclusion.

**More able pupil**

If the child or young person is highly able this means they are working, or have the potential to work, ahead of other children and young people their own age but require targeted support to do so. The child or young person may be working at this level across the whole curriculum or in one or more particular areas.

**Interrupted Learning**

Include any children or young people who experience a disrupted pattern of attendance (interrupted learning) for any reason where there is sustained interruption. Including: ill health, carer duties, being a member of a Service family or who is a member of a family which travels for cultural reasons.

# Annex B: How FTE is calculated in the ELC census

**Information on the Full Time Equivalent (FTE) of staff is collected through the ELC census. To make it easier to provide this data, there are different ways in which the information can be entered – each of these are outlined below.**

**METHOD 1 – FTE entered**

This is the simplest method as only FTE is required; this means no additional information is needed and no calculations have to be undertaken by the system. However, it does require the data provider to know the FTE or to work this out themselves beforehand.

This is easiest to provide for full-time staff as anyone working full-time should have an FTE of 1.0. However, for staff who work part-time, FTE can be complex to work out manually, and so this option may not be suitable.

To note:

* The **minimum number of hours considered ‘full-time’ is 35 hours per week** (and **capped at 40 hours per week**). So, for any member of staff working less than 35 hours, they would be considered as working part-time and should have an FTE of less than 1.0 (this applies even if they centre is open less than 35 hours a week).
* It is not possible to have an FTE greater than 1.0 and so if such a value is submitted without being corrected, this will be ‘flattened’ to 1.0 during data processing.

**METHOD 2 – Hours per week entered only**

If information is provided for hours per week, the FTE has to be calculated and is worked out using the following method:

Number of hours per week worked by member of staff divided by

number of hours per week full time staff are contracted to work at your centre.

(\*NB: number of hours per week full-time staff are contracted to work is entered at question (ix))

This method is particularly helpful for part-time staff as it avoids any manual calculations having to be done by the data provider.

Below are examples of calculated FTEs for staff working different numbers of hours in an ELC setting where full-time staff are contracted to work 40 hours a week:

a) works 22 hours per week = 22/40 = **0.55**

b) works 30 hours per week = 30/40 = **0.75**

c) works 40 hours per week = 40/40 = **1.00**

To note:

* Number of hours per week full-time teachers are contracted to work is always **35**; therefore the information entered at question (ix) is only used for non-teaching staff.
* It is not possible to have an FTE greater than 1.0, and so the calculated value will never be allowed to exceed this. So, for example, if member of staff works 50 hours a week, and therefore 50/40 = 1.25, this would be ‘flattened’ to 1.00.
* This calculation assumes all staff work throughout the whole year, if this is not the case, see Method 3.

**METHOD 3 – Hours per week and weeks per year entered**

If information is provided for hours per week and weeks per year, the FTE has to be calculated and is worked out using the following method:

FTE = (Number of hours per week worked by member of staff divided by Number of hours per week full time staff are contracted to work at your centre\*) multiplied by (Number of weeks per year worked by member of staff divided by Number of weeks centre funded for early learning and childcare\*)

(\*NB: number of hours per week full-time staff are contracted to work is entered at question (ix) and number of weeks centre funded for ELC is entered at question (vii))

This method is particularly helpful for part-time staff and/or for those who do not work for the whole year, or each week of the year.

Below are examples of calculated FTEs for staff working different numbers of hours and weeks in an ELC setting where full-time staff are contracted to work 40 hours a week in a centre that is funded for 38 weeks:

a) works 22 hours per week, and 38 weeks of the year

= 22/40 x 38/38 = 0.55 x 1.00 = **0.55**

b) works 30 hours per week and 19 weeks of the year

= 30/40 x 19/38 = 0.75 x 0.5 = **0.38**

c) works 40 hours per week and 38 weeks of the year

= 40/40 x 38/38 = 1.00 x 1.00 = **1.00**

To note:

* Number of hours per week full-time teachers are contracted to work is always 35; therefore the information entered at question (ix) is only used for non-teaching staff.
* It is not possible to have an FTE greater than 1.0, and so the calculated value will never be allowed to exceed this. If either element of the calculation is greater than 1.00, it will be ‘flattened’ before it is used in the calculation.

**Total numbers and FTE**

This total number and FTE is calculated (once saved) from the information entered.

* The **total number** is based on how many individual entries have been created – as there should be one entry per member of staff.
* The **total FTE** is calculated by adding up all entries for ‘FTE’ and all entries for ‘Calculated FTE’.
* Note: Completing FTE **and** hours **and** weeks will result in an error.

# Annex C: Relevant legislation defining funded ELC

1. [Section 1(1) read with section 1(1A)](http://www.legislation.gov.uk/ukpga/1980/44/section/1) of the Education (Scotland) Act 1980 (‘the 1980 Act’) gives ‘education authorities’ (local authorities) the duty ‘to secure…adequate and efficient provision of school education’ to children under school age only to the extent required by [section 47(1) of the Children and Young People (Scotland) Act 2014 (‘the 2014 Act’)](http://www.legislation.gov.uk/asp/2014/8/section/47). This section states that the education authority must ‘secure that the mandatory amount of early learning and childcare is made available for each eligible pre-school child belonging to its area.’. This mandatory amount is defined in section 48(1) as 1140 hours a year.
2. [Sections 46](http://www.legislation.gov.uk/asp/2014/8/section/46) and [51](http://www.legislation.gov.uk/asp/2014/8/section/51) of the 2014 Act, define early learning and childcare as: “a service, consisting of education and care, of a kind which is suitable in the ordinary case for children who are under school age, regard being had to the importance of interactions and other experiences which support learning and development in a caring and nurturing setting” and made available via sessions “provided during at least 38 weeks of every calendar year, and which are each of 10 hours or less in duration”.
3. An ‘eligible’ child is defined in the 2014 Act (at section 47(2)) and further in secondary legislation (The Provision of Early Learning and Childcare (Specified Children) (Scotland) Order 2014, as amended – ‘The Specified Children Order’).
4. Education authorities also have discretion, provided for at [section 1(C) of the 1980 Act](http://www.legislation.gov.uk/ukpga/1980/44/section/1), to provide ‘such school education, other than that which they are required … to secure, as they think fit’.

# Annex D: Validation Process

Following final submission of the data by local authorities, there is a second validation process which identifies and corrects any errors within the data. This process is carried out between the Scottish Government analysts and local authorities in the first instance, with the local authority checking with individual centres where necessary. The following checks are made:

**Local authority level comparisons to previous year**

A number of local authority level figures are compared with the previous year’s census as part of the validation process. If any are deemed to be an unusually large change, a query will be generated.

**Settings with no funded ELC registrations**

An error will be flagged if a setting is submitted with no funded ELC registrations during census week. Settings confirmed to have no funded ELC registrations during census week will be removed from the collection.

**Manager qualifications**

An error will be flagged if the manager of the centre is listed as a graduate staff member or a GTCS registered teacher, but there is not a staff member with the appropriate qualification recorded against the setting. If a setting is listed as being managed by a graduate or GTCS registered teacher there **must** be a staff member with the appropriate qualification recorded in Section 3A or 3B accordingly.

**Registrations validation**

Checks are performed at setting level to ensure data accuracy of the registrations recorded. Validation queries may be raised for any or all of the following to be confirmed or amended as appropriate:

* Proportion of registrations within each age group
* Comparison of registrations by age with previous year
* Proportion of children registered with ASN
* Number of two year olds and the number of two year olds in each eligibility criteria.

**Staffing validation**

There are a number of checks performed for both graduate staff and GTCS registered teachers.

**FTE**

A query will be raised if there are any of the following issues with FTE:

* An individual has an FTE of 0
* An individual has an FTE greater than 1 across all settings they are working in.

**Graduate staff**

A query will be raised for the following validation checks:

* There is a significant change in the number of graduate staff working within a setting compared to the previous year
* The graduate staff to child ratio is higher than expected
* An individual with a GTCS registration number has been included within the graduate staff section of the return.

**Teachers**

A query will be raised for the following validation checks:

* Low ratio of teachers to children with teacher access
* An individual teacher has an FTE greater than 1 across ELC centres and schools.

**Additional Graduates/Equity and Excellence Leads**

A query will be raised for the following validation checks:

* A change in the number of Additional Graduate/Equity and Excellence Lead staff members from the previous year
* A setting that did not have an Additional Graduate/Equity and Excellence Lead in the previous year has one this year
* A setting that had an Additional Graduate/Equity and Excellent Lead in the previous year does not have one this year.

1. Developmental Co-ordination Disorder (DCD), also known as Dyspraxia, could also be categorised as a physical impairment as noted below. [↑](#footnote-ref-1)