



Hampshire
County Council

Virtual School

Hampshire Virtual School PEP Guidance Year 1 to Year 11

Updated September 2026



Hampshire PEP Process using the Asset PEP System

A quick glance Flow Chart of the PEP process

The Statutory Guidance (DfE, 2018) states that PEPs should be reviewed termly. Therefore, the following process should happen three times a year, in the Autumn Term, Spring Term and the Summer Term. When a child or young person first enters care or starts a new education setting the social worker would normally initiate the PEP. After this it is often the education setting that leads on arranging the meeting.

The PEP is only as good as the information added to it, trying to add this in the meeting extends the length of the meeting.

The PEP document will automatically pull information throughout the form so in most cases the hardest part is the initial PEP.

1. Social worker/Education Setting arranges date with carers, staff in school/education and other relevant professionals. Social worker checks and amends where appropriate 'Personal Info' section. (Prior to meeting)

2. Education setting pre-populates 'data', 'pupil voice', 'strengths & needs', and 'targets & actions' sections (Prior to meeting)

3. Education Review (PEP) takes place – 'meeting' section is populated on ASSET during the meeting and all sections are 'completed'. Previous targets are reviewed, and new SMART Targets are made. Date is set for next meeting (termly). Completed version of PEP is sent to foster carers and other professionals who do not have access to ASSET platform. PEP is downloaded from ASSET and uploaded to Mosaic.

4. Everyone supports the child/young person to achieve their targets throughout the term.

The PEP not as long or complicated as they first appear!

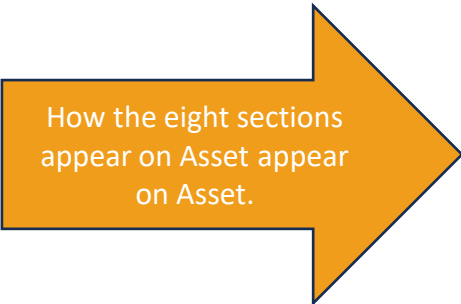
This guide isn't a replacement for DT training but provides useful information.

The point of a PEP is to support the students access education; it should be focused on the best positive outcomes for the child or young person.

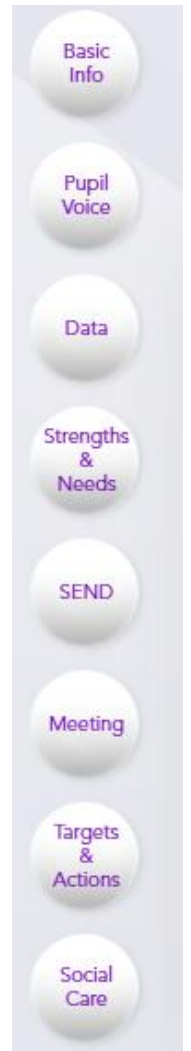
The PEP process and platform

The PEP has been developed to cover the full range of the child/young person's education and development by considering areas of strengths and needs. The documentation is organised into eight sections.

1. **Child/Young Person Basic Information** (Checked and amended where appropriate before the PEP meeting by the social worker)
2. **Pupil voice** (Started before the PEP meeting by the designated teacher/education staff in most circumstances)
3. **Data - Attainment and Progress** (Completed before the PEP meeting by the designated teacher/education staff, including input from class teachers)
4. **Strengths & Needs** (Started before the PEP meeting by the designated teacher/education staff, includes the access to needs analysis tools and SDQ information)
5. **SEND** (Completed by teacher/education professional with details of SEND status)
6. **Meeting** (Completed during the meeting by designated teacher/education staff)
7. **Targets & Actions** (Started before the meeting by the designated teacher/education staff)
8. **Social Care** (Comments from the social worker including inputting SDQ score)



How the eight sections appear on Asset appear on Asset.



PEP sections on Asset

The PEP process remains the same for all our children and young people. This means that the PEP is reviewed every term and new targets are set in a repeating cycle of assess-plan-do-review.

The PEP platform is accessed through [Advanced Statistical System Evaluation Tool \(assetforschools.com\)](https://assetforschools.com)

Logging in

- You should have been sent an email called 'Login Credentials' from ASSET for Schools
- Click 'login' on top right of page using the username and password sent to you by email from ASSET for Schools. It will then ask you to enter a token which is a 6-digit number sent to your email (check junk mail)
- If you do not have a login or know a child has changed school or social worker, contact HCC.PEPs@hants.gov.uk

Starting a PEP

- Once logged in, you should be able to see the children you are the allocated person for. For the first PEP the Social Worker will initiate it by clicking on the name of the child/young person and the start PEP button. The Virtual School will have pre-populated basic information. After the initial PEP the process can be started by the designated teacher or Social Worker as agreed by clicking start PEP.

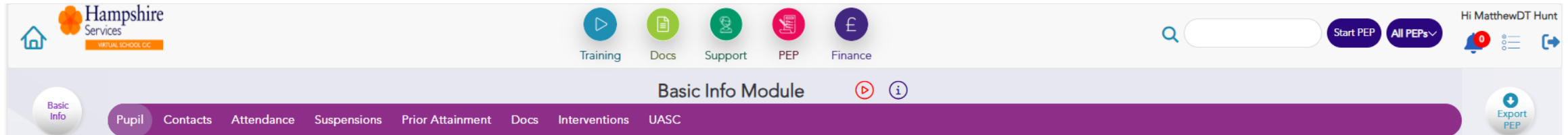
The screenshot shows the 'My Pupils' section of the Asset for Schools platform. The interface includes a top navigation bar with links for Training, Tools, Support, PEP, and Finance. A search bar and a 'Start PEP' button are located in the top right. Below the navigation bar, there is a section for 'Term of PEP' with a dropdown menu set to 'Summer 2025'. A large orange arrow labeled 'Exemplar PEPs' points to a list of links: 'Exemplar PEP Year 1', 'Exemplar PEP Year 2', 'Exemplar PEP Year 3', 'Exemplar PEP Year 4', 'Exemplar PEP Year 5', 'Exemplar PEP Year 6', 'Exemplar PEP Year 7', 'Exemplar PEP Year 8', 'Exemplar PEP Year 9', 'Exemplar PEP Year 10', and 'Exemplar PEP Year 11'. Another large orange arrow labeled 'Your children and young people' points to a table of pupils. The table has columns for Education Liaison Officer, Full Name, UPN Number, Date of Birth, CLA Date, Year, Data, Meeting, PV, SEND, Targets, Social Care, and QA. The first row shows 'Case Worker QA', 'Asset Post Sixteen', 'AssetUPNpost16 2002', '05/07/2006', '14/07/2023', and 'Y13'. A third large orange arrow labeled 'Asset Guidance' points to the 'PEP' link in the top navigation bar. A fourth large orange arrow labeled 'Start PEP button' points to the 'Start PEP' button in the top right. The bottom of the page shows 'Showing 1 to 1 of 1 entries' and navigation links for 'Previous', '1', and 'Next'.

Education Liaison Officer	Full Name	UPN Number	Date of Birth	CLA Date	Year	Data	Meeting	PV	SEND	Targets	Social Care	QA
Case Worker QA	Asset Post Sixteen	AssetUPNpost16 2002	05/07/2006	14/07/2023	Y13							

1. Basic Information

Click the 'personal info' icon on the left side of the screen. Social worker should check the pupil information is correct (including school name) and make any changes before clicking save and submit prior to the PEP meeting.

- Click 'contacts' tab at the top to check the right education/school professional is recorded. If changes need to be made email the Virtual School Mailbox virtualschool@hants.gov.uk. Put 'ASSET Update' in the subject line.
- If our young person is NEET, accessing alternative provision/tutoring or is UASC, please edit the tabs and click 'save'
- Click 'submit' once complete



This purple ribbon that you can see in the Basic Information section is full information but often gets overlooked.

- **Contacts-** Check are these current and up to date? does anybody need to be added? if so, please email the virtual schools team.
- **Attendance-** For POST 16 colleges this isn't pulled through automatically, but it can be inputted manually, or an attendance document can be added under the documents tab.
- **Suspensions-** These should be added at the time of the suspension.
- **Prior attainment-** If the young person has had a previous PEP, then this data should be completed. If it's unknown, please add that it's unknown and complete when known.
- **Docs-** This is where we can all upload reports, educational letters, timetables, photos of good work, achievement award certificates, anything that's relevant to creating a picture of the young person.
- **Interventions-** This is where we can add interventions that are taking place.
- **UASC-** The social worker should complete this section as it helps to build a profile for the young person, this will help the other professionals to support the young person.

2. Pupil Voice (To be completed by Designated Teacher/Education Setting)

- Click 'pupil voice' on the left-hand side of the screen. School/education professional pre-populates this section during or after a conversation with our child/young person, prior to the PEP meeting. Remember the most important thing is that we hear the child's voice so be creative, you can always upload documents to the document bank, if you want to record their voice in a different way.
- Click 'save'
- Click 'complete' once agreed in the PEP meeting

3.Data (To be completed and checked by Designated Teacher/Education Setting)

- Click 'data' on the left-hand side of the screen. School or education professional pre-populates this section with attendance, exclusion, attainment and progress data
 - o If this is not the first PEP, historical data should pull through. It's important that we gather as much attainment and progress data as possible, including prior attainment.
 - o To enter attendance, click 'bulk entry' in the top right-hand corner and enter present code for all. Then edit the individual days the child/young person was absent
- Click 'save'
- Click 'complete' once agreed in the PEP meeting.

4. Strengths & Needs (To be completed by Designated Teacher/Education Setting)

- Click 'Strengths & Needs' on the left-hand side of the screen. This section contains links to our need analysis tools including the PEP Tool Kit and Reach2Teach. The tools enable you to add priorities identified by the different tools which then feeds through into the Targets and Actions section. It is also where you can enter the SDQ setting from the education section and foster carer enabling a conversation around this score. There are [linked resources](#) and tools to support with this.
 - o Record strengths for all areas and needs where necessary. Actions to support needs are for named adults to carry out.
- Click 'save'
- Click 'complete' once agreed in the PEP meeting

5.SEND (To be completed by the school)

- Click SEND on the left of the screen. This section is where you add details of any SEND needs, if they have an EHCP for instance. You should also upload any appropriate documents, which will then appear in the document bank.

Use this module if young person has an EHC Plan or additional needs that you are supporting in school.

Does this young person have SEND? *	☒ Yes ☐ No ☐ Not yet known
	Please specify
SEND Status *	☒ SEN Support ☐ Undergoing EHCP Assessment ☐ EHCP
	Please upload any supporting documents (e.g. IEP, Provision Map etc) Upload View Reports
	Has an Early Help been submitted? ☒ Yes ☐ No Please specify

Are there any assessments being undertaken e.g. Autism, ADHD etc.? ☐ Yes ☐ No

Diagnoses/ Medical Conditions

6.Meeting (To be completed by Designated Teacher or Social Worker as agreed in meeting)

- Click 'Meeting' on the left-hand side of the screen. During the PEP meeting, social worker (or education professional if agreed otherwise) will record in this section.
- Click 'save' and 'complete/

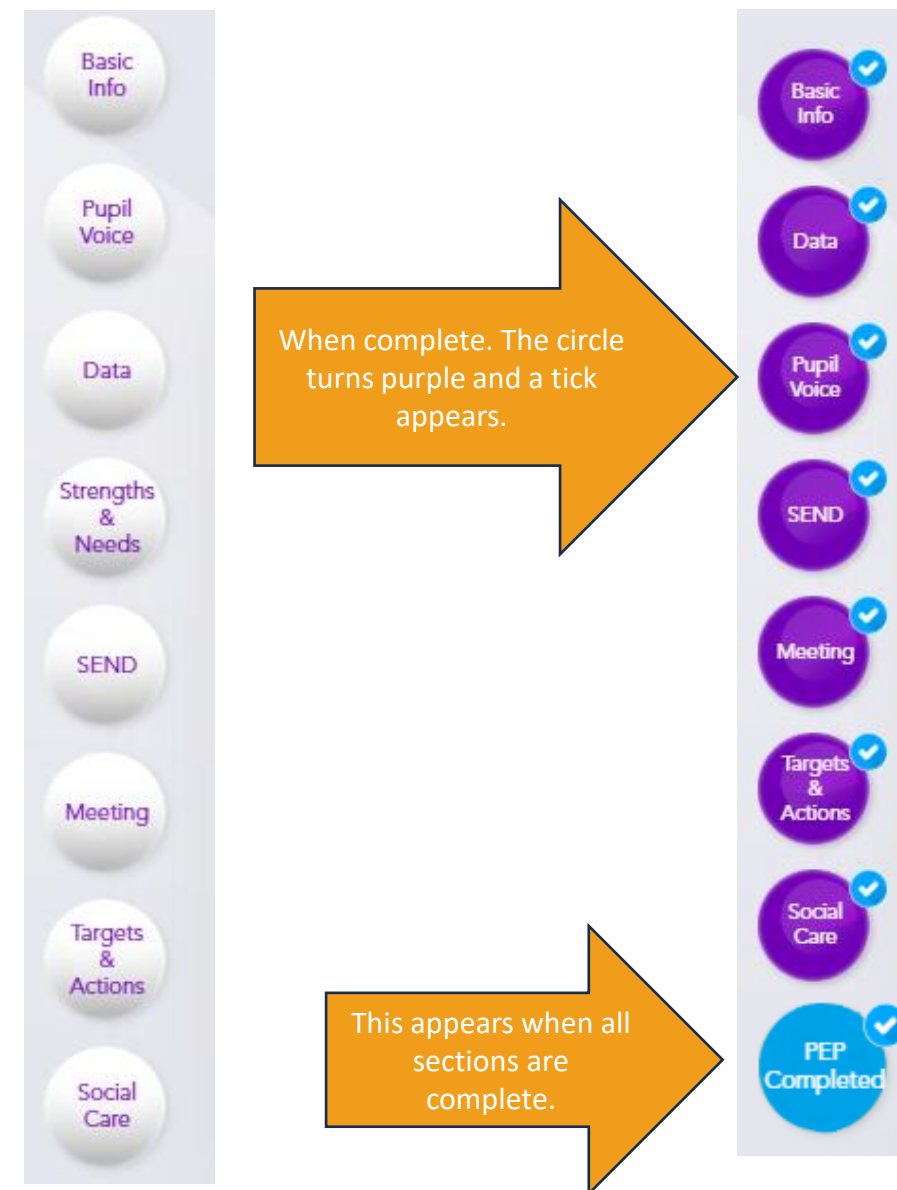
The PEP is complete when all 6 sections show as purple with a blue tick.

To download the complete PEP, click 'Export PEP', on the right-hand side of the page. Click 'Full PEP'. The PEP can now be distributed and uploaded to Mosaic/Social Care System.

7.Targets & Actions (To be completed by Designated Teacher/Education Setting)

- Click 'Targets & Actions' on the left-hand side of the screen. School/education professional pre-populate this section prior to the meeting.
 - o Record actions and interventions to be carried out by named adults to support our young person to achieve the target
 - o Record where pupil premium will be spent – it will be approved and allocated through the PEP
 - o [See SMART target section of guidance below](#)
- Click 'save'
- Click 'complete' once agreed in the PEP meeting

8.Social Care (To be completed by social worker, [see guidance below](#))



Other features



The Proud Button

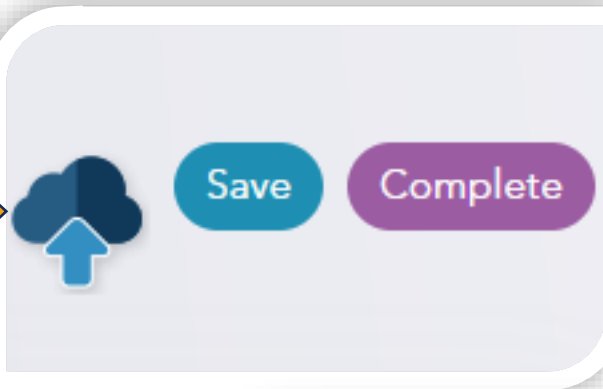
We want to take every opportunity to celebrate our children. If there is something you think we need to celebrate a fantastic piece of work, a sporting or creative achievement, a new role they have taken on in school or a personal achievement, then press the Proud Button. A drop-down box will appear for you to add details about the achievement. Press submit and the Virtual school will create a certificate that will be emailed to the education setting and social worker to give to the child or young person.

Proud

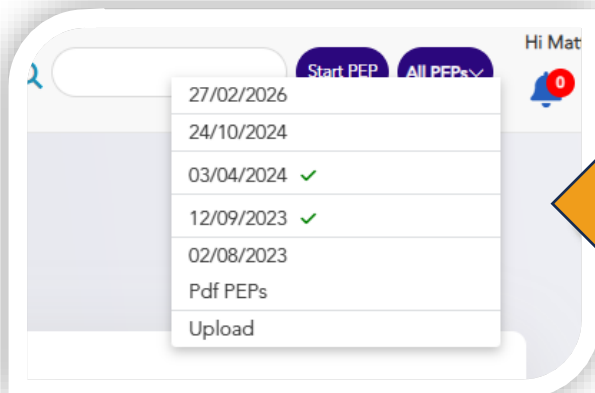
Has this young person done something that makes you proud, this achievement can be big or small. Let us know and we'll celebrate it.

Submitted by:

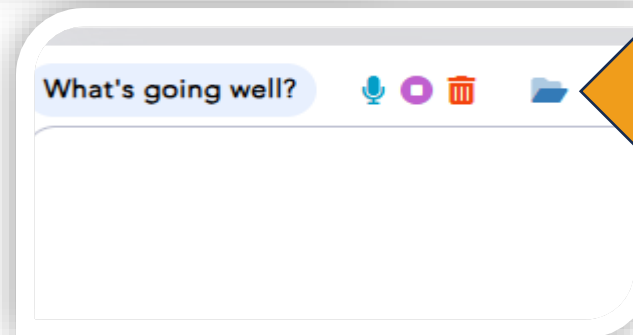
Click on this icon to upload documents such as plans, pieces of work they're proud of or documents related to the Pupil Voice section.



You can press Save at anytime to Save the work you have done so far, only press Complete when the section is finished.



All previous PEPs are available.



Wherever you see this blue folder icon, you can click it to see what was written in this section on the previous PEP.

SMART Targets

SMART Targets (To be competed/reviewed during meeting)

The cycle of assess-plan-do-review is key to ongoing progress and to implementing appropriate intervention. SMART target setting is essential to making this work well and recording the steps of progress a child/young person makes. SMART target setting considers some thought to ensure that it is appropriate and achievable within the time between review meetings.

A good test of checking if a target is SMART is if it isn't clear what you would see or hear from the child or young person, then the target probably isn't SMART enough.

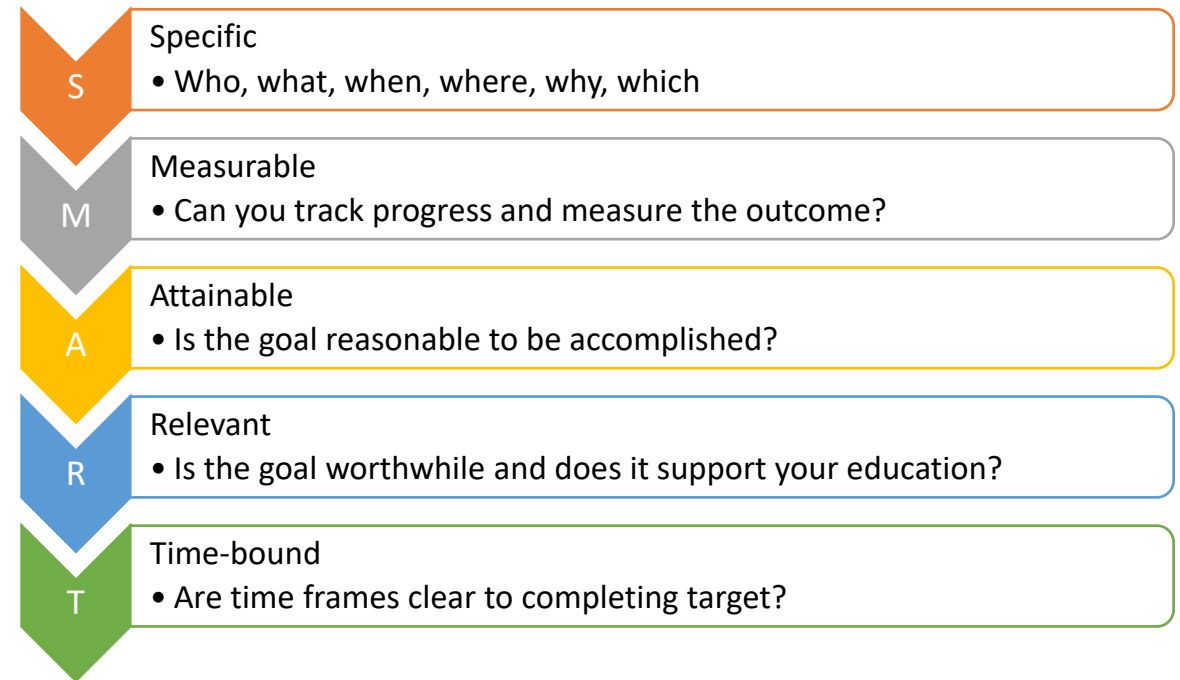
E.g., Kate needs to improve her reading – NOT SMART

E.g., Kate will be able to read a page of KS2 text and answer a question about what it is about by the next term- SMARTER

Actions and intervention would follow from this (e.g., Action – Kate to read a page and practice oral comprehension questions with Mrs Helpful at 2.30pm every school day)

Specific actions to improve progress and attainment (and attendance, if necessary)

Bring together all the actions discussed today, including any carried forward from discussion of the last PEP's actions, and record them below.



Guidance for Social Workers: Adding Comments to Personal Education Plans (PEPs) for CLA

Purpose of Social Worker Comments in PEPs

Social worker input is essential in providing a holistic view of the child's life, supporting educational progress, and ensuring the child's voice is heard. Your comments help schools and Virtual School teams understand the broader context of the child's experiences and needs.

What to Include in Your Comments

1. Child's Current Circumstances

- Briefly outline the child's care situation (e.g., placement type, stability, recent changes).
- Note any significant life events (e.g., contact with family, court proceedings) that may impact learning or wellbeing.

2. Emotional Wellbeing and Behaviour

- Comment on the child's emotional presentation and any known triggers.
- Highlight any support in place (e.g., CAMHS, therapeutic input).
- Note any concerns, if the child or young persons is struggling to regulate and strategies that are working well.

3. Education and Aspirations

- Reflect on the child's attitude to school, attendance, and engagement.
- Share the child's aspirations and interests, especially if discussed in recent visits.
- Mention any barriers to learning that you are aware of and comment on how they are being addressed.

4. Voice of the Child

- Include direct quotes or paraphrased views from the child about school, friendships, or future goals.
- Ensure the child's voice is distinct and not overshadowed by professional opinion.

5. Support and Advocacy

- Outline how you are advocating for the child's educational needs.
- Mention any recent actions taken (e.g., referrals, meetings, EHCP applications).

What to Avoid

- Avoid jargon or acronyms that schools may not understand.
- Do not include sensitive or confidential information not relevant to education.
- Avoid vague statements like "doing well" without context or evidence.

Top Tips

- Keep comments concise but informative (1–2 paragraphs).
- Use a strengths-based tone while being honest about challenges writing your comments to the child.

Example Comment

"Liam, you have recently moved to a long-term foster placement and are settling well. You have expressed that you enjoy science and want to become an engineer. You have been attending school regularly and are engaging positively with staff. You shared that you sometimes find it hard to concentrate when you're feeling anxious. Perhaps this is something a school counselor could help with. We can see how you're feeling and if you're feeling less anxious at our next visit."

SDQ Score

- This should also be entered here, with comments around support being put in place to support the child or young person's wellbeing and mental health.
- A discussion about the SDQ score should form part of the PEP meeting, there is guidance to support [this linked here](#), and in the Strengths and Needs section of the PEP

And Finally...Some 'Top Tips' for the Asset PEP:

- Remember to 'Start PEP' before entering information. Save each section as you go. You can go back in and edit/save each section as much as needed. Only select complete once this is fully done. The date and time of the PEP can be changed later if this changes; you can only do this from the child's 'home' page.
- Required sections have a red asterisk (*) by them. Something must be entered for each of these.
- You **DO NOT** have to complete every box in every section; focus on those which are appropriate for your child.
- Whilst you may feel your child is too young to join the meeting, make sure their 'voice' and views are at the heart of the meeting. You can choose to fill in the 'Pupil Voice' questions on Asset or use an alternative pupil voice method and upload this instead using the 'cloud' upload button. Please reference you have done this in one of the pupil voice boxes if you do.
- We recommend 2-3 targets to be set and these need to be SMART.
- **Remember: The PEP will follow the child through placements and becomes the child's record once they reach 18.** Consider this when writing it, and if there are opportunities to add photos, examples of work etc. please do so (remember that photos should not clearly identify other children except for the child whose PEP it is).
- Training is offered to all settings; if you are newer to writing PEPs, we offer training which will cover the basics of your role, statutory requirements and the PEP process. For those who are more familiar with PEPs, the *Writing an Effective PEP* training provides a more in-depth focus on analysing strengths and needs, SMART target setting. Please access the links to book onto these **free** sessions via our Virtual School Training Brochure: [Virtual School Training 2026-2027](#)

