Hampshire County Council
Virtual School

Hampshire Virtual School Early Years PEP Guidance

Updated September 2026

ASSET®

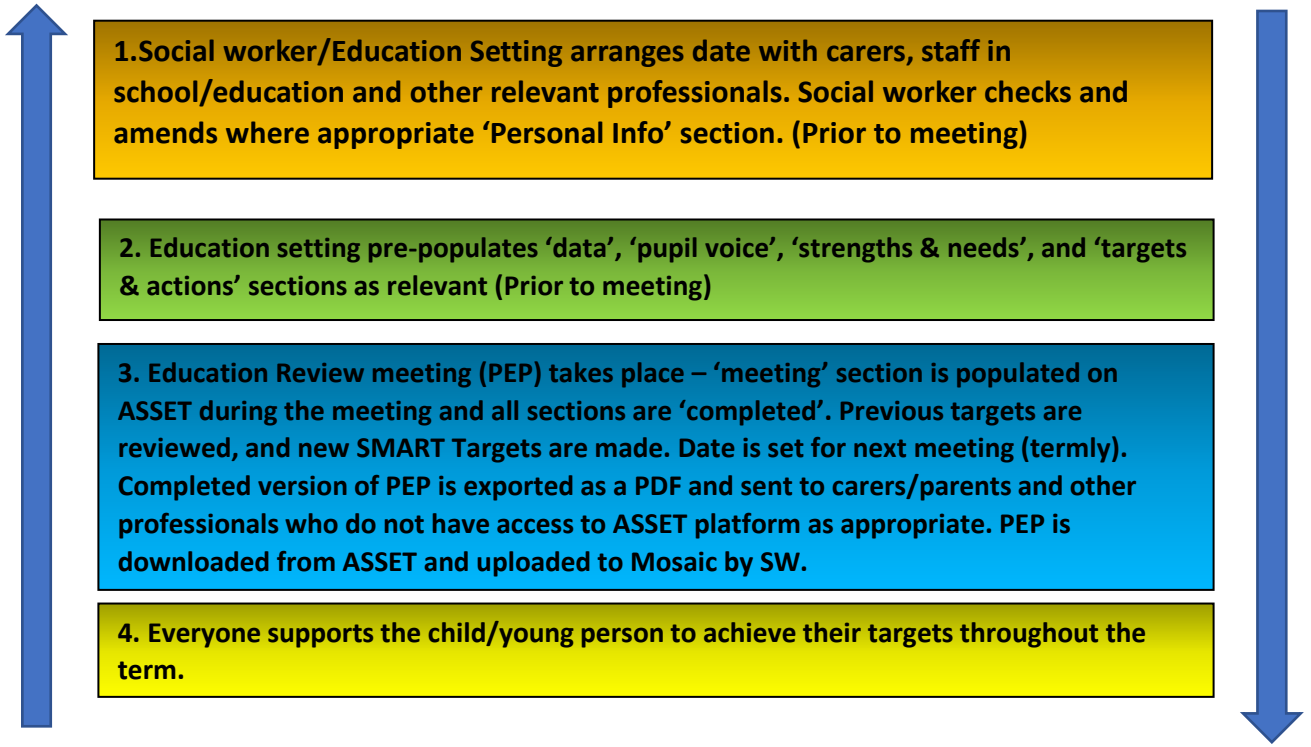
Hampshire PEP Process using the Asset PEP System

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 point of a PEP is to support the children's education; it should be focused on the best positive outcomes for the child.

The PEP is only as good as the information added to it. Trying to add all of this during 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.

PEPs are not as long or complicated as they first appear!

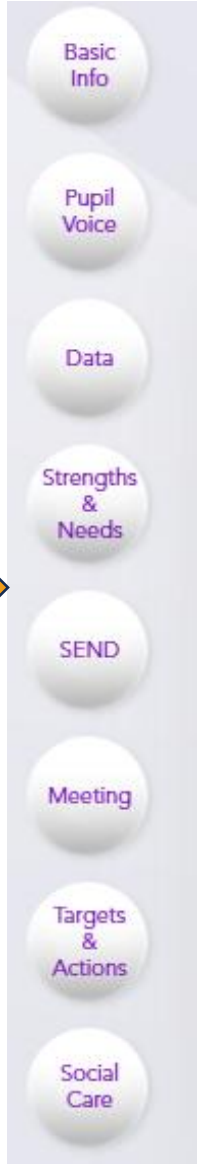
Please note this document isn't to replace any training, it is just a helpful guide.

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 Basic Information** (Checked and amended where appropriate before the PEP meeting by the social worker. Education setting may need to update SEND status)
2. **Pupil Voice** (Started before the PEP meeting by designated teacher/education staff in most circumstances)
3. **Data - Attainment and Progress** (Completed before the PEP meeting by designated lead/education staff, including input from key person)
4. **Strengths & Needs** (Started before the PEP meeting by designated lead/education staff, includes access to optional needs analysis tools and SDQ information, where relevant)
5. **SEND** (Completed by designated lead/education professional with details of SEND)
6. **Meeting** (Completed during the meeting by designated lead; this may be completed by the social worker for the initial PEP)
7. **Targets & Actions** (Started before the meeting by designated lead/education staff, and updated following the meeting as needed)
8. **Social Care** (Comments from the social worker including inputting SDQ score)

How the eight sections 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.

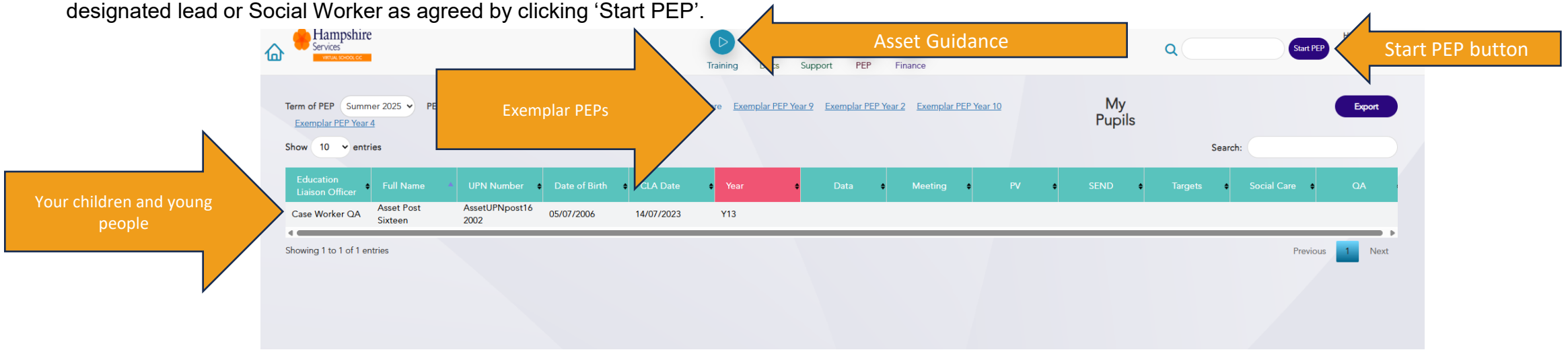
The PEP platform is accessed through [Advanced Statistical System Evaluation Tool (assetforschools.com)]

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 you know a child has changed school or social worker, contact HCC.PEPs@hants.gov.uk

Starting a PEP

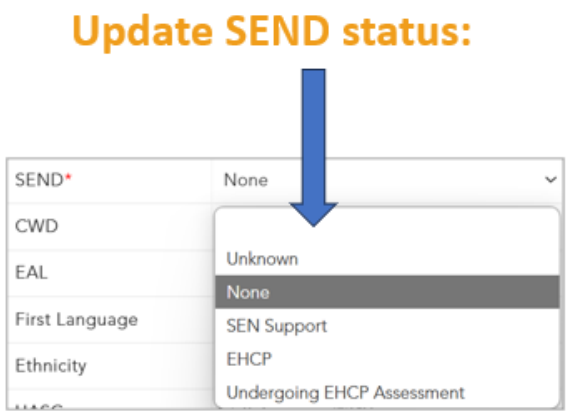
- Once logged in, you should be able to see the children you are the allocated worker for. For the first PEP the Social Worker will initiate it by clicking on the name of the child/young person and the start PEP button. The Virtual School will have pre-populated basic information. After the initial PEP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

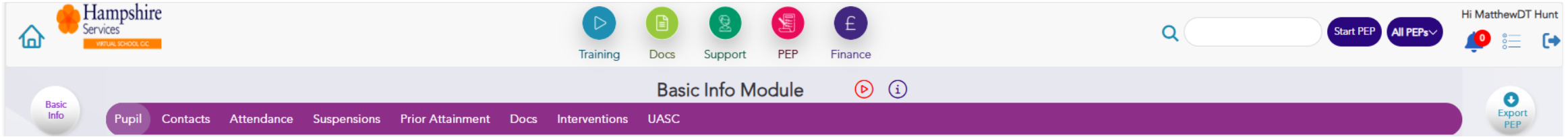


1. Basic Information (To be completed by Social Worker and Education Setting)

Click the 'basic info' icon on the left side of the screen. Social worker should check the pupil information is correct (including education setting name) and make any changes before clicking save and submit prior to the PEP meeting. **The education setting will need to ensure that the SEND status on this page is correct.**

- To change SEND status: Click the arrow next to the current SEND status on the left of the Basic Info main page and select the correct status.
- Click 'submit' once complete. You can still edit the section after you have selected 'submit'.





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

- ***Contacts***- *Check; are these current and up to date? Does anybody need to be added? If changes need to be made, email the Virtual School Mailbox virtualschool@hants.gov.uk. Put 'ASSET Update' in the subject line.*
- ***Attendance***- *For Year R, this is pulled through automatically. This is not the case for Early Years settings (preschools/nurseries) and there is no requirement to complete this manually.*
- ***Suspensions***- *These should be added at the time of the suspension and supporting documents uploaded.*
- ***Prior attainment***- *N/A for Early Years*
- ***Docs***- *This is where we can upload and view any reports, educational letters, timetables, photos of good work, achievement award certificates, anything that's relevant to creating a picture of the child.*
- ***Interventions***- *This is where we can add interventions that are taking place - only if not recorded elsewhere.*
- ***UASC***- *Unaccompanied Asylum Seeking Children; N/A for Early Years.*

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



- Click ‘pupil voice’ on the left-hand side of the screen. Education professional pre-populates this section during or after a conversation with/observation of our child prior to the PEP meeting. Remember the most important thing is that we ‘hear’ the child’s voice so be creative! You can upload documents/photos to the document bank instead of completing all the boxes, if this is more relevant to capturing the child’s voice. Please use the ‘cloud’ upload button to do this.
- Click ‘save’. Click ‘complete’ once completed. You can still edit the section after you have selected ‘complete’.

3. Data (To be completed by Education Setting)



- Click ‘data’ on the left-hand side of the screen. Education professional pre-populates this section with comments on EYFS areas of learning, and attainment and progress.
- **For children 2 years or younger, you only need to complete comments for the Prime Areas of Learning.**
- Please complete comments around any possible language concerns. Children in care have a very high chance of language difficulties, and these can often go undiagnosed if subtle.
- Click ‘save’
- Click ‘complete’ once completed. You can still edit the section after you have selected ‘complete’.

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

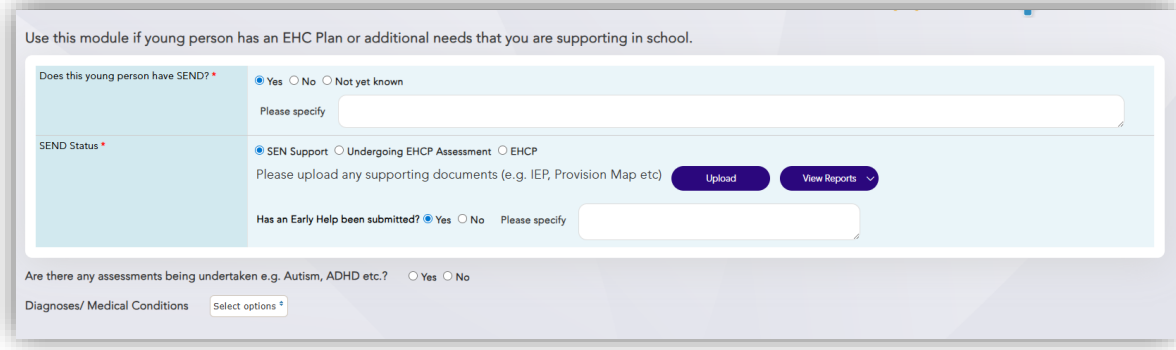


- Click ‘Strengths & Needs’ on the left-hand side of the screen. Please ensure you complete comments on what the child is good at and their strengths.
- The sections below this contain links to needs analysis tools including the EYs PEP Toolkit and Reach2Teach and enables you to add priorities identified by the different tools. These are optional to use, and some may be less relevant for very young children. However, they can be highly effective in unpicking needs linked to trauma and attachment.
- SDQ from 4 years old: This is also where you can enter the SDQ scores from education and foster carer enabling a conversation around this score. If the child is too young to have an SDQ completed, please disregard this section.
- Click ‘save’. Click ‘complete’ once completed. You can still edit the section after you have selected ‘complete’.

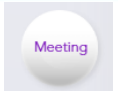
5. SEND (To be completed by Education Setting)



- Click ‘SEND’ on the left of the screen. Add details of any SEND needs, and you should include their areas of identified need. **Children in care should not be ‘automatically’ added to your SEN register, but should always be added if they are requiring special educational provision.**
- You should also upload any appropriate documents (IEPs, Provision Maps, EHCP etc; use the ‘cloud’ upload button), which will then appear in the document bank.
- Click ‘save’. Click ‘complete’ once completed. You can still edit the section after you have selected ‘complete’.



6. Meeting (To be completed by Social Worker for initial meeting, then Education Setting for subsequent meetings)



- Click 'Meeting' on the left-hand side of the screen. During the PEP meeting, education professional (or social worker if initial PEP or agreed otherwise) will record in this section.
- Ensure anyone present is recorded as 'attended'. Additional attendees can be added using the + button. *Please note: Virtual School do not routinely attend all PEP meetings due to capacity, but please contact the EY Virtual School team in advance if there are significant educational concerns and you wish to request attendance.*
- Boxes which are not relevant to the child/discussion can be left blank or marked 'N/A'.
- Carer comment must be included, or reason given if not e.g. child living with parent. Parent comment can be added if a parent attends the PEP meeting.
- It is a good idea to agree a next meeting date and time during the meeting. This can be added to the 'meeting' section at the bottom.
- Click 'save'. Click 'complete' once completed. You can still edit the section after you have selected 'complete'.

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



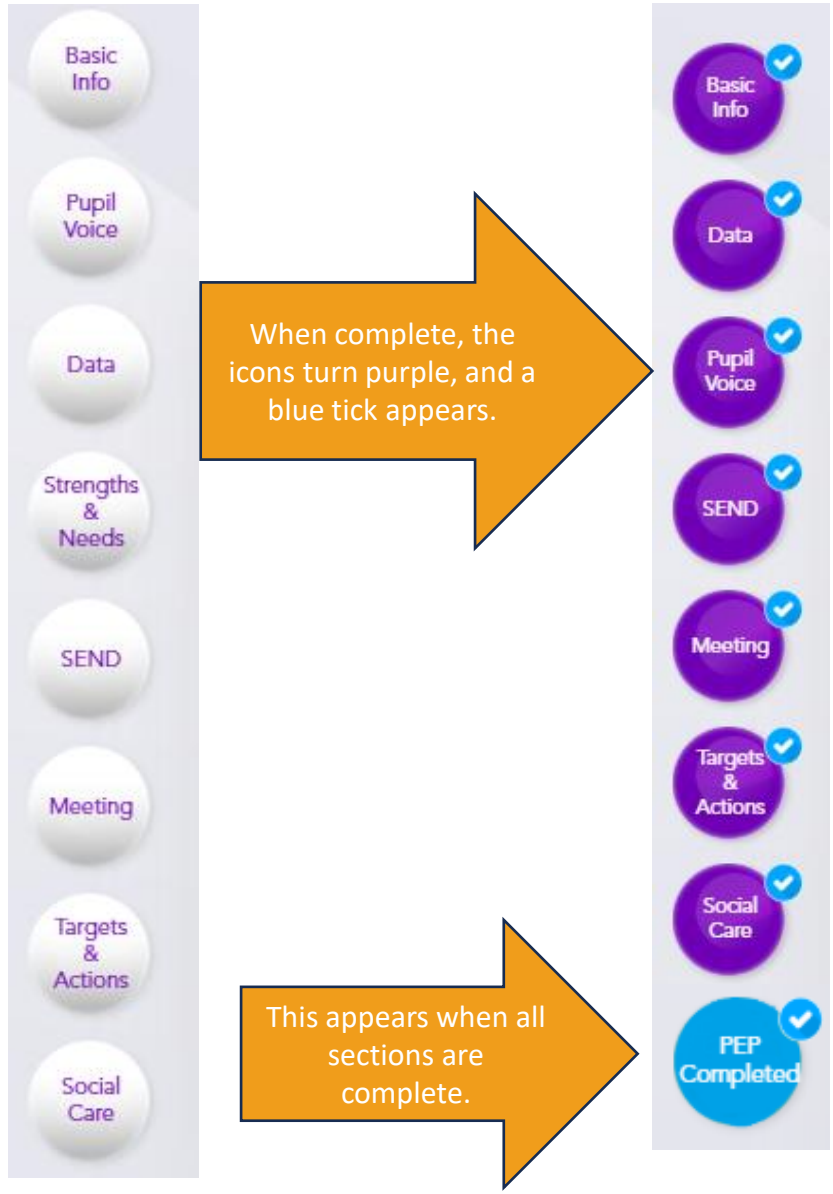
- Click 'Targets & Actions' on the left-hand side of the screen. Education professional pre-populates some this section prior to the meeting if possible.
  - Review previous targets and actions (if not initial PEP)
  - Record SMART targets for the child – we recommend 2-3 targets, or 1-2 targets for children aged 2 or younger. Add the actions and/or interventions to be carried out by named adults to support our child to achieve the target
  - Record how EYPP (pre school-age) or Pupil Premium Plus (Year R) will be spent.
  - See SMART target section of guidance below for further information on writing SMART targets.
- Click 'save'. Click 'complete' once agreed in the PEP meeting, and this will 'lock' this section. **You <u>cannot</u> edit the section after you have selected 'complete'.** If you accidentally 'complete' the section and need to make further changes, please email the Virtual School to request this section is unlocked.

8. Social Care (To be completed by Social Worker, see Social Worker guidance below)



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 to carers by the education setting and uploaded to Mosaic by the social worker.



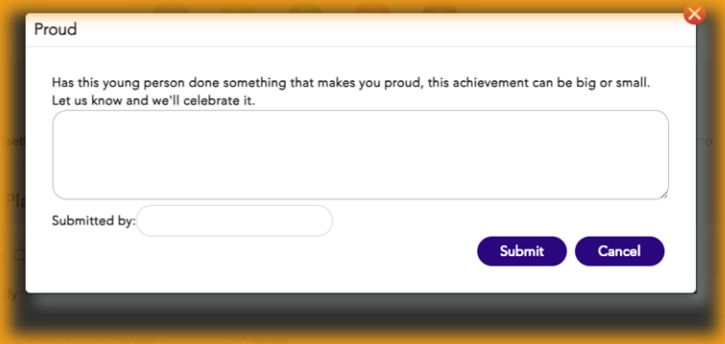


Other Features

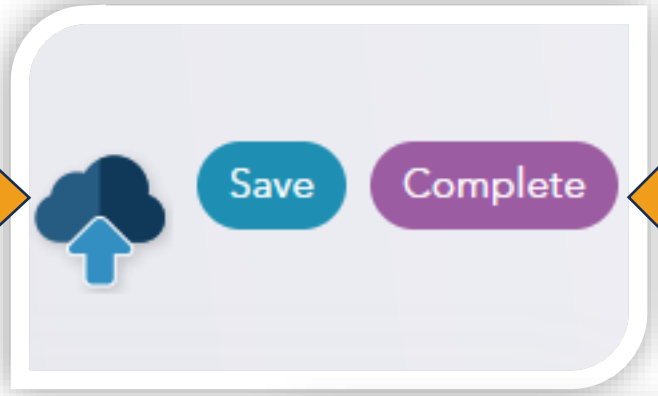


The Proud Button

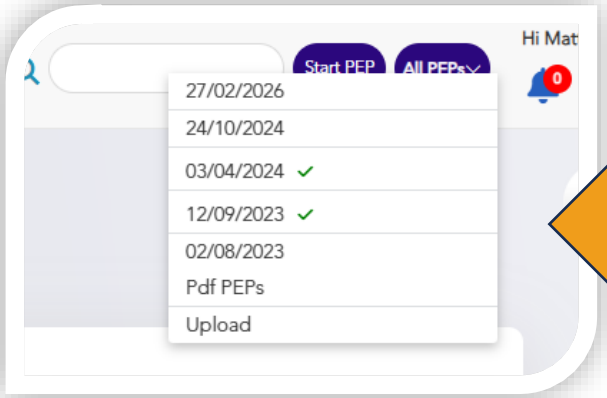
We want to take every opportunity to celebrate our children. If there is something you think we need to celebrate - a fantastic piece of work, a sporting or creative achievement, a new role they have taken on or a personal achievement/milestone met - then press the 'Proud Button'. A drop-down box will 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.



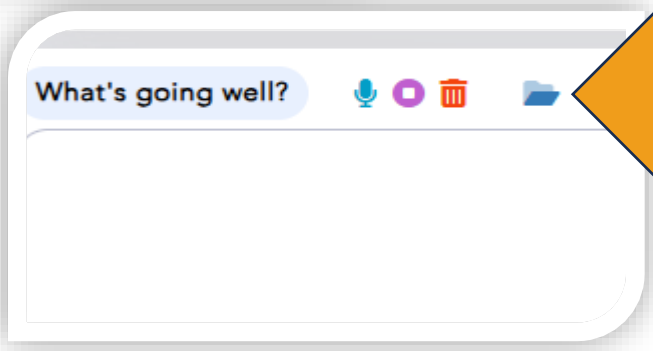
Click the 'cloud' icon to upload documents such as reports, SEN info, pieces of work, photos etc, or documents related to the Pupil Voice section. Access these later via 'Basic Info' then 'Docs'.



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 from the 'All PEPs' dropdown box.



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 (To be competed/reviewed during meeting)

The cycle of assess-plan-do-review is key to ongoing progress and to implementing appropriate interventions and provision. 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.

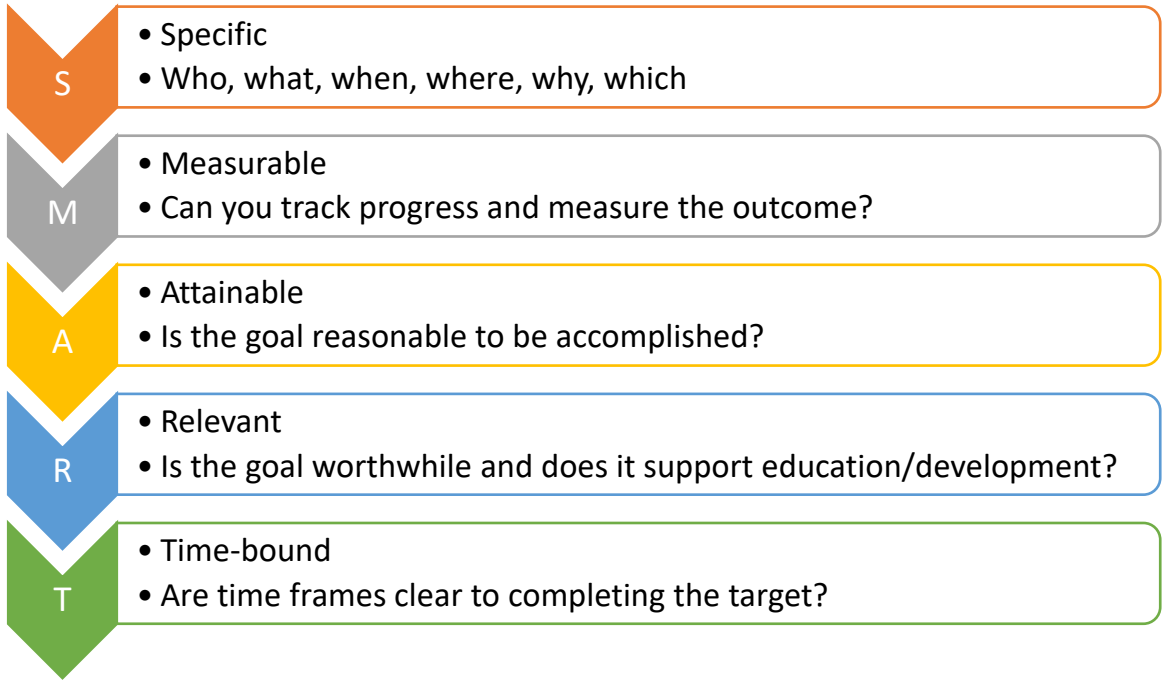
If it isn't clear what you would observe or check to know that the target is met, then the target probably isn't SMART enough.

E.g. *To improve attention skills* – NOT SMART

E.g. *To maintain focus on a motivating activity for 3 minutes at least once per day by the end of December* - SMARTER

Actions and intervention would follow from this (e.g. Key person to provide a motivating activity on a 1:1 basis twice per day, and/or Kate to access Attention Bucket Stage 1 a minimum of three times per week)

Bring together all the actions discussed in the PEP meeting, including any carried forward from discussion of the last PEP's actions, and record them below the target. Remember to be clear on the outcome being expected.



Guidance for Social Workers: Adding Comments to Early Years 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 education settings and Virtual School teams understand the broader context of the child's experiences and needs.

What you could 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 since last PEP (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.

- Note any attachment relationships that are particularly important to the child.

- Note any concerns if the child is struggling to regulate and highlight what helps the child feel secure, regulated, and ready to learn. Highlight any support in place (e.g. Portage, therapeutic input).

3. Learning, Development and Interests

- Comment on how the child engages with nursery, play, routines, and learning opportunities.

- Share the child's interests, favourite activities, strengths, and what motivates them.

- Note any areas of developmental need (e.g. communication, social interaction, emotional regulation, toileting, physical development) and how these are being supported.

- Where appropriate, comment on preparations for transition to school.

Key questions for social workers to consider:

- How is the child settling in their placement and nursery?
- What are they enjoying at the moment?
- How are their communication and social skills developing?
- What helps them feel safe, regulated, and ready to learn?
- Are there any developmental needs or assessments in progress?
- What support is being provided and what are the next steps?

4. Voice of the Child

- Include the child's voice through observations, play, behaviour, non-verbal communication, signs, pictures, or comments shared during visits.

- Comment on what the child enjoys, what helps them feel safe and happy, and any important relationships. Ensure the child's experiences and preferences are reflected even when they are not able to express them verbally.

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 carers and education settings may not understand.

- Do not include sensitive or confidential information not relevant to education.

Top Tips

- Keep comments concise but informative (1–2 paragraphs). For younger children, focus on development, play, communication, emotional wellbeing, and relationships rather than academic attainment.

- Use a strengths-based tone while being honest about challenges, writing your comments to the child.

Example Comment

"Amir, you continue to be settled in your foster placement and benefit from the consistent support around you. You enjoy coming to nursery, spending time with your friends, and taking part in imaginative play. It is lovely to see the progress you are making with your communication, using spoken words and Makaton to share your ideas and needs. There have been some changes recently that have meant you have needed a little extra reassurance, but the adults around you are supporting you well. You are developing positive relationships with other children and continuing to build your confidence in group activities. I will continue to work with your carers, nursery staff, and other professionals to make sure you have the support you need as you prepare for school.."

SDQ Score – from 4 years old

- This should also be entered here, where the child is of an appropriate age to have had a completed SDQ, with comments around support being put in place to support the child's wellbeing and mental health if the score is raised. A discussion about the SDQ score should form part of the PEP meeting; there is guidance to support this 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; please access the links to book onto these **free** sessions via our Virtual School Training Brochure: Virtual School Training 2026-2027

