



Hampshire
County Council

Virtual School

Hampshire Virtual School Early Years PEP Guidance

Updated September 2025



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.

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 as relevant (Prior to meeting)

3. Education Review meeting (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 exported as a PDF and sent to carers/parents and other professionals who do not have access to ASSET platform as appropriate. PEP is downloaded from ASSET and uploaded to Mosaic by SW.

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

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!

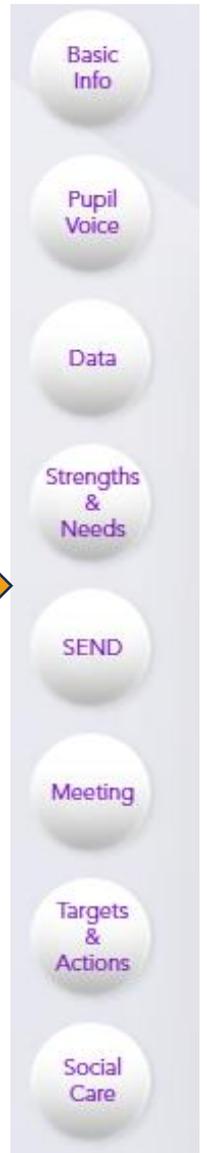
Please note this document isn't to replace any training, it is just a helpful guide.

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 \(assetforschools.com\)](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 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.

The screenshot shows the Asset platform interface. At the top, there is a navigation bar with links for Training, PEPs, Support, PEP, and Finance. A search bar and a 'Start PEP' button are also visible. Below the navigation bar, there is a section for 'My Pupils' with an 'Export' button. The main content area displays a table of entries. 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 OA. The first entry is for 'Case Worker QA' with 'Asset Post Sixteen' as the full name, 'AssetUPNpost16 2002' as the UPN number, '05/07/2006' as the date of birth, '14/07/2023' as the CLA date, and 'Y13' as the year. The table is showing 1 of 1 entries.

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

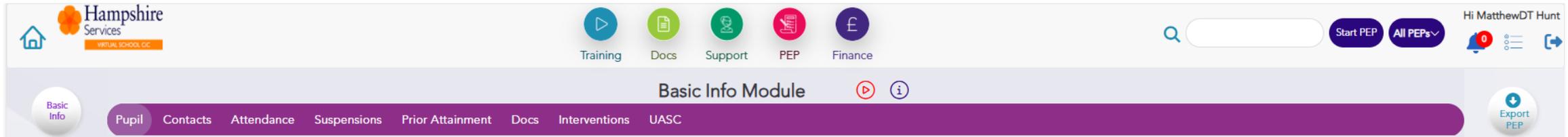
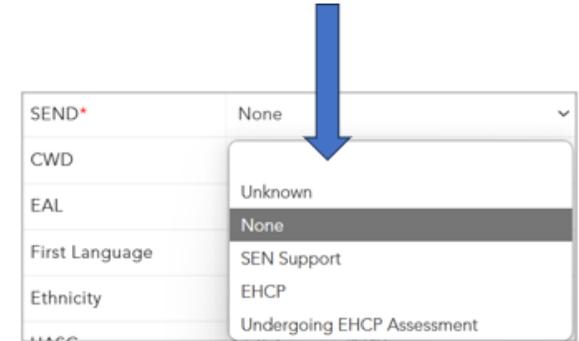
1. Basic Information (To be completed by Social Worker and Education Setting)



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'.

Update SEND status:



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.
- **Prior attainment**- N/A for Early Years
- **Docs**- This is where we can all 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 if not recorded elsewhere.
- **UASC**- Unaccompanied Asylum Seeking Children; usually 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 under 3 years, 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.
- It 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'.

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)

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 Education Setting or Social Worker as agreed in meeting)



- 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 EYs Virtual School team in advance if you have a specific concern and feel Virtual School attendance at a PEP is needed.*
- 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)



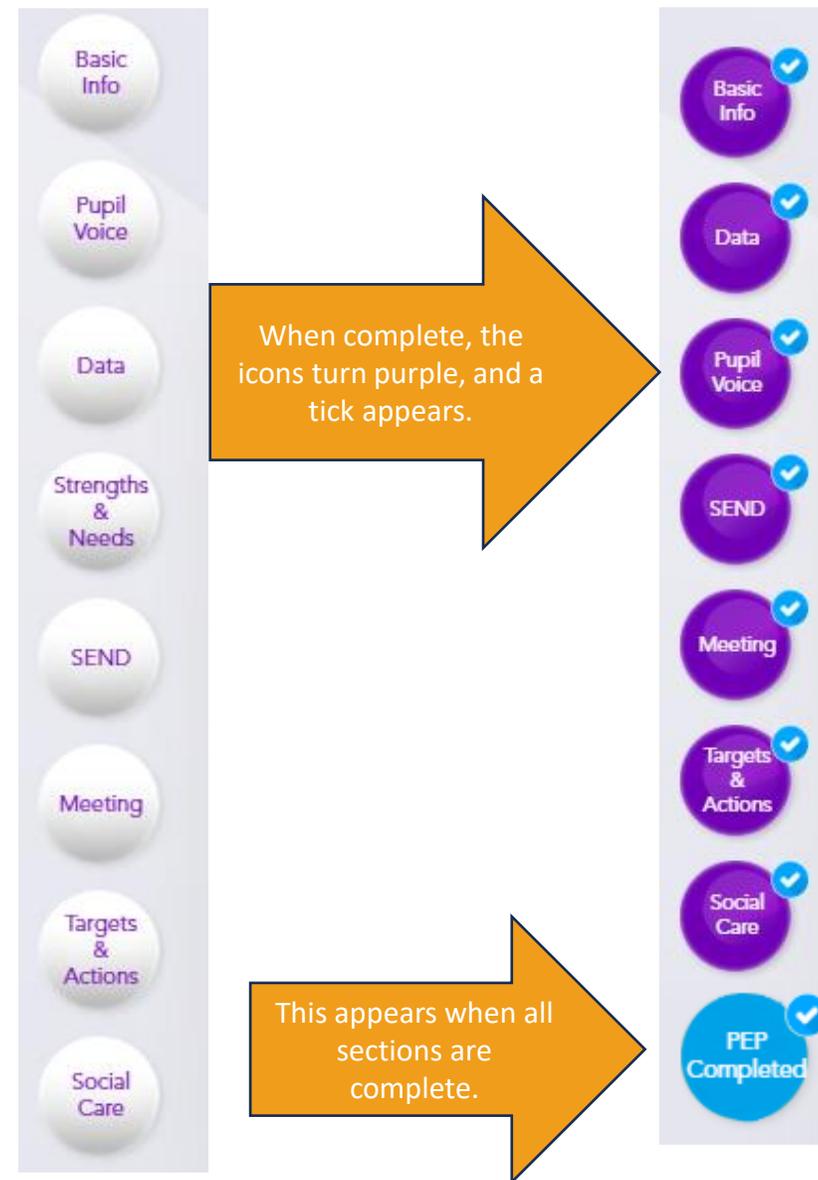
- Click 'Targets & Actions' on the left-hand side of the screen. Education professional pre-populates some this section prior to the meeting if possible.
 - o Review previous targets and actions (if not initial PEP)
 - o Record SMART targets for the child – we recommend 2-3 targets in Early Years. Add the actions and/or interventions to be carried out by named adults to support our child to achieve the target
 - o Record how EYPP (pre school-age) or Pupil Premium Plus (Year R) will be spent.
 - o [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 cannot 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 guidance below](#))



The PEP is completed when all 6 education 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 to carers by the education setting and uploaded to Mosaic by the social worker.



Other Features

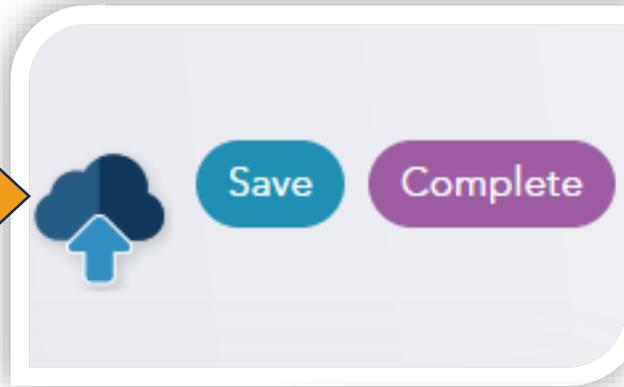


The Proud Button

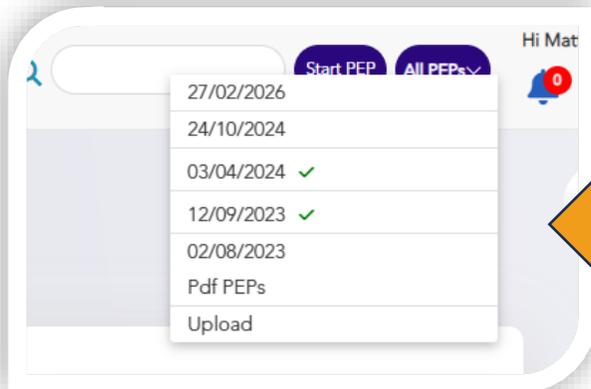
We want to take every opportunity to celebrate our children. If there is something you think we need to celebrate - a fantastic piece of work, a sporting or creative achievement, a new role they have taken on or a personal achievement/milestone met - then press the 'Proud Button'.

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.

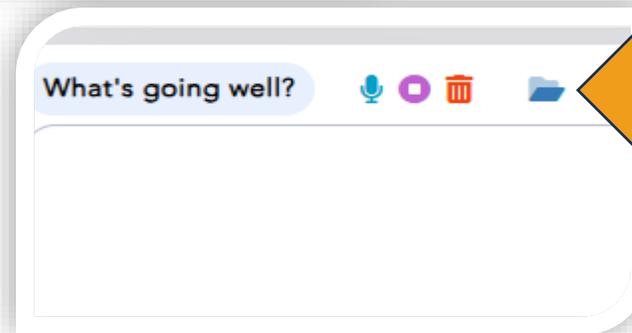
Click the 'cloud' icon to upload documents such as reports, SEN info, pieces of work, photos etc, or documents related to the Pupil Voice section. Access these later via 'Basic Info' then 'Docs'.



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

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.

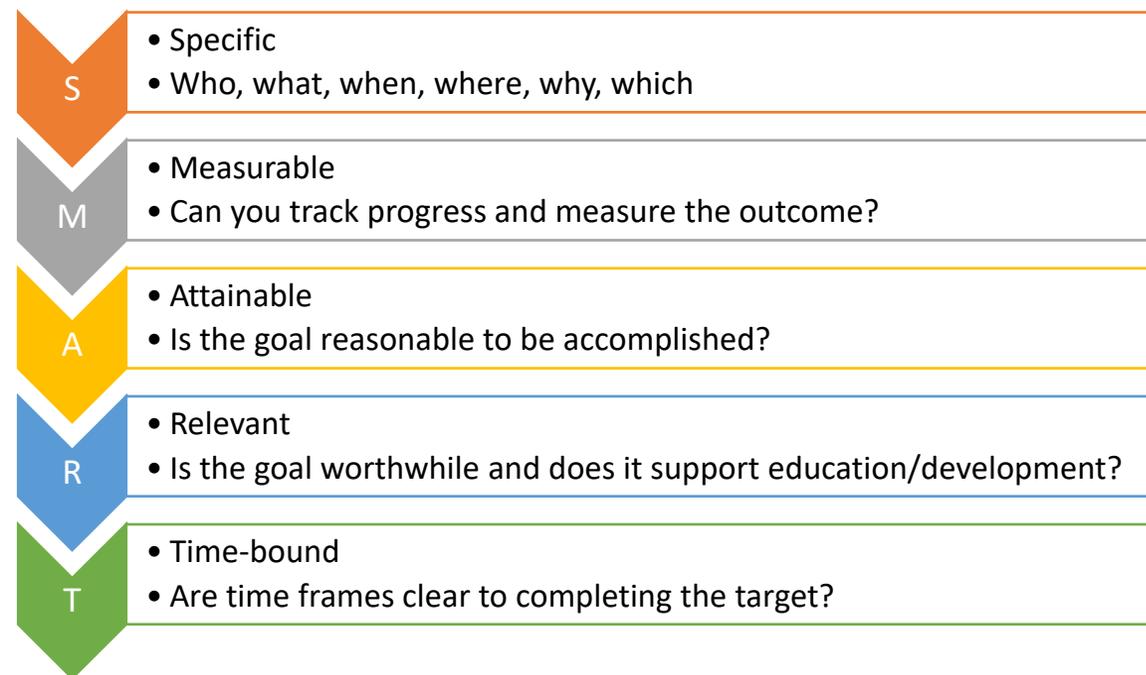
If it isn't clear what you would observe or check to know that the target is met, then the target probably isn't SMART enough.

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 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 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.
- Highlight any support in place (e.g. Portage, therapeutic input).
- Note any concerns if the child is struggling to regulate and strategies that are working well.

3. Education and Aspirations

- Reflect on the child's attitude to education, 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 education, 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 carers and education settings 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, 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 or young person's wellbeing and mental health if score is raised.
- A discussion about the SDQ score should form part of the PEP meeting; there is [linked 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; if you are newer to writing PEPs, we offer *Early Years Designated Lead/Intro to PEP* training which will cover the basics of your role, statutory requirements and the PEP process. For those who are more familiar with PEPs, the *EYs Writing an Effective PEP* training provides a more in-depth focus on analysing strengths and needs, SMART target setting and using EYPP/PP+ funding effectively. Please access the links to book onto these **free** sessions via our Virtual School Training Brochure: [Virtual School Training 2025-2026](#)

