

The SENCO Guide to EHCP Evidence

A practical reference for building Education, Health and Care Plan applications from evidence you already hold — not evidence assembled in a panic the week before submission.

Why EHCP evidence usually becomes a scramble

Most SENCOs gather EHCP evidence reactively: trawling shared drives, chasing teachers for progress notes over email, and rebuilding provision histories from memory in the week before a submission is due. None of that is a failure of effort — it is what happens when evidence lives in five different places instead of one.

The alternative is to treat EHCP evidence as a by-product of good day-to-day practice, not a separate task. When assessments, targets, progress notes, provision records and learner/parent voice are captured as they happen, the application pack assembles itself from data that already exists.

£13,600

Average additional EHCP funding secured per year by schools using PAGS — not because staff worked harder, but because the evidence was organised when it was needed.

Where each part of the EHCP comes from

Every section of an EHCP application maps to something a school is already recording — provided it is being captured in one connected system rather than scattered across documents.

EHCP section	What it needs	Where the evidence already lives
Child's views (Section A)	The learner's own voice — hobbies, strengths, challenges, learning preferences	Learner Voice record
Parent/carers views (Section A)	The family's perspective and priorities	Parent Voice record
Description of needs (Sections B–E)	Developmental profile across communication, cognition, SEMH and sensory need	Assessment results, AI summaries, developmental age and gap analysis across all modules
Outcomes sought	Clear, measurable annual goals	Objectives linked to weighted target progress

EHCP section	What it needs	Where the evidence already lives
Educational provision (Section F)	What support is being provided, by whom, at what cost	Learner Plan — provisions, staff, hours, costs
Graduated approach evidence	Proof that a cycle of assess-plan-do-review has been followed	Learner Plan history, progress logs, term AI summaries
Professional advice attached	Reports from external professionals	Document Store, labelled by type and author
Learner details	Core identifying information	Core learner profile

The assessment modules behind the evidence

PAGS assessments are mapped to the SEND Code of Practice and cover all four broad areas of need, plus literacy and sensory processing. Each one produces a developmental age, a gap analysis against same-age peers, a priority target list, and an AI-generated narrative summary ready to drop into a report or an application (reviewed by staff before use).

Assessment module	Area covered
Cognition and Learning	Learning and cognitive development gaps
Communication and Interaction	Speech, language and communication needs
SEMH — Self-Regulation	Social, emotional and mental health: self-regulation
SEMH — Social Interaction and Awareness	Social, emotional and mental health: social domain
Literacy (5–18 years)	Reading, writing and literacy development
Sensory Assessment	Sensory processing and physical needs

Condition trait flags (commonalities with ADHD, Autism, Dyslexia, Dyscalculia, Anxiety) are shown as indicators only, with a clear disclaimer that they are not diagnostic.

The 10-step flow from evidence to submission

This is the guided path PAGS leads a SENCO through — each step builds directly on data already captured elsewhere in the platform.

- 1

Complete the learner profile.
- 2

Capture learner, teacher and parent voice.
- 3

Add assessments and generate an AI summary of the results.
- 4

Create a plan showing the graduated approach — what was done, what provisions were used, and what the result was.
- 5

Review existing targets and add progress, regression and impact notes.
- 6

Add professionals and reports to the Document Store.
- 7

Ask clinicians to add their notes directly to PAGS.
- 8

Add relevant EHCP notes to the PAGS Notes area.
- 9

Use PAGS AI to generate the request letter, review it, and export.
- 10

Use PAGS AI to generate the full EHCP evidence pack, review it, and export.

Before PAGS, and after

Before PAGS	With PAGS
Chasing teachers for progress notes via email and corridor conversations.	Teacher tasks land on the teacher's dashboard, pinned to the right target. Progress notes attach back to the learner record automatically.
Building EHCP evidence packs by trawling shared drives the week before submission.	Learner Voice, Parent Voice, assessments, progress notes, provisions and costs are already structured in one record. The pack assembles from data you already have.
Updating provision maps in spreadsheets every term.	Provisions live inside Learner Plans. Cost, staff hours and impact roll up to the school-wide Provision Mapping Dashboard live.

Before PAGES	With PAGES
Annual review chasing: who's due, who's missed it, what evidence is ready.	Review status is visible on the dashboard. The evidence is already in the record. Reviews stop being a scramble.

This guide is provided for schools and trusts evaluating or using PAGES. For a walkthrough of the EHCP Application Pack against your own current process, book a conversation with the PAGES team at pagsprofile.com.

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