



AI in Educational Psychology:

Follow up session

Integrating AI into EP practice while maintaining the importance of human connection.

Supporting colleagues to develop safe and confident practice in a fast-paced technological developments

The infographic is titled '+AI AI FOR EDUCATIONAL PSYCHOLOGISTS: OPPORTUNITY OR OVERLOAD?'. It is divided into several sections:

- WHAT AI CAN DO:** Includes icons for 'Summarise Reports' (document with arrow), 'Translate Text' (AI icon with arrow), and 'Human Connection' (heart and hands icon).
- WHAT WE SHOULD PROTECT:** Includes icons for 'Intuition' (lightbulb), 'Empathy' (heart), and 'Human Connection' (handshake).
- TRAFFIC LIGHT GUIDE:** A vertical list of three categories with corresponding colored circles:
 - Green circle: AI-ENABLE REPETITIVE TASKS
 - Yellow circle: AI-ENABLE WITH CAUTION
 - Red circle: AVOID AI REPLACING HUMAN RELATIONSHIPS
- TRAFFIC LIGHT GUIDE (bottom right):** A separate section with a red background and a cartoon character wearing glasses. It asks 'What is human in the loop?' and includes a small video player thumbnail with the same text and a '3+' icon.

There is also an illustration of a laptop with 'AI' and 'EP' icons on the screen in the top right corner.

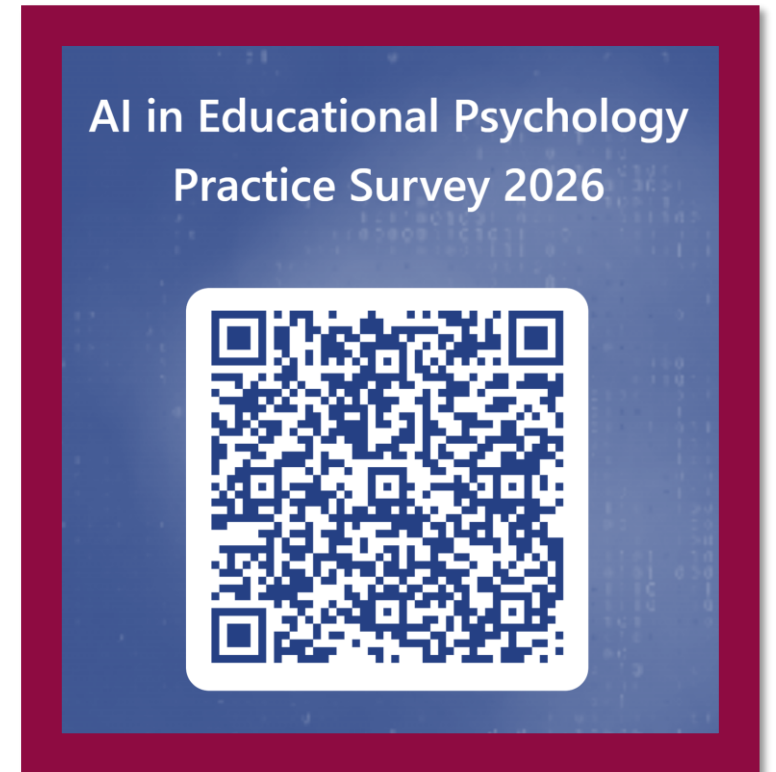
Annual Course 2026: Claire Darwin & Malcolm Taylor

This session

- **Survey:** Key Messages
- **LA EPS AI group:**
 - Updates
 - Shared learning
- **Practice example update**
- **National context and learning:**
 - NAPEP website and national updates
 - Links across the profession
- **Future direction:** Survey reminder and engaging in research

The NAPEP May 2025 survey showed a profession curious and cautiously optimistic about AI.

Asking clearly for confidence-building, ethical leadership and practical support to use AI well.



The LA EPSs and AI Group – National EP Practice



Sharing emerging practice and learning about the use of AI in EP Services

- Exploring AI as a professional support tool, not a replacement for psychological judgement
- Using AI to assist with drafting, transcription and quality assurance, while retaining human formulation and context
- Giving strong attention to ethics, consent, transparency, data protection and bias
- Naming the risk of workload escalation, and framing AI as quality-enhancing rather than productivity-driven
- Actively protecting professional voice, relational practice and psychologically informed decision-making
- Beginning to consider environmental sustainability as part of responsible AI use

Why this matters for PEPs

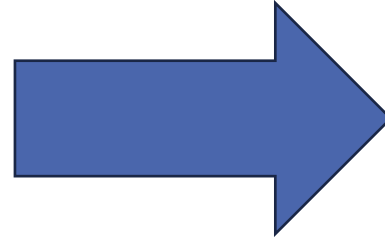
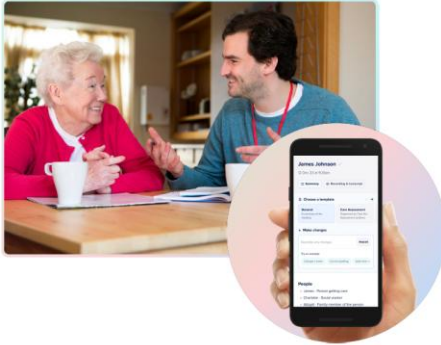
- Provides national intelligence on how EPs are engaging with AI in practice
- Being aware that there is potentially a significant confidence gap between awareness of AI and confidence in using it well
- Highlights where clear leadership, boundaries and professional expectations are needed.
- Surfaces shared values EPs are articulating around quality, defensibility and ethics

AI in practice Thurrock EP Service



beam

Introduction to
Magic Notes



Microsoft 365
Copilot

EP Report Writing Assistant.

- 1.) collating and drafting assessment data
- 2) outcomes & provision generator, using EPS-approved document for evidence-based recommendations

QA Assistant for EP reports.

- 1) RAG rating score card based upon set criteria
- 2) recommendations based upon EPS-approved guidelines




Report Writing Agent



Transcribe

Transcribe this audio recording, and then convert into full sentences. Present the...

 EP Report Writing Assistant

Structure - Consultation...

Convert these notes into full sentences. Present the information [WITH / WITHOUT...

 EP Report Writing Assistant

Structure - Full EHCNA...

Convert these following notes into full sentences. Present the information using prose under...

 EP Report Writing Assistant

Structure - Addendum...

Convert these following notes into full sentences. Present the information using prose under...

 EP Report Writing Assistant

Areas of Need

Review the following information, and suggest no more than [FOUR] bullet point...

 EP Report Writing Assistant

Outcomes Generator

Only using the attached document 'Wave 3 - Outcome Guide' as a reference, suggest...

 EP Report Writing Assistant

Provision Generator

[PASTE REVISED OUTCOMES HERE]. Review these revised Outcomes. Only using the...

 EP Report Writing Assistant

Tailor Writing Style

Refer to the attached document 'Example Writing Style', and re-write the following information...

 EP Report Writing Assistant

Report Writing Agent Prompts



Transcribe

Transcribe this audio recording and then convert into full sentences. Present the information using prose/ bullet points. Keep similar information grouped together for coherence and use sub-headings. **Do not** summarise or omit information: [PRESS MICROPHONE TO RECORD or UPLOAD AUDIO RECORDING]:

Outcomes Generator

Only using the attached document 'Wave 3 - Outcome Guide' as a reference, suggest outcomes for each corresponding area of need in bullet points. These outcomes should start with “To”. The child is [EARLY YEARS AGE (0-4 YEARS) / PRIMARY AGE (4 – 11 YEARS) / SECONDARY AGE (11-18 YEARS)]. The areas of need are as follows: [PASTE BULLET POINT AREAS OF NEED HERE]

EP Report Writing Assistant – Who Does What?



AI ROLE (Support Only)

- Transcribes notes into clear text
- Structures information into report sections
- Organises anonymised data
- Aligns content with service guidance
- Improves clarity, spelling, and coherence
- Provides optional QA feedback (RAG style)

EP ROLE (Professional Responsibility)

- Leads consultation and assessment
- Gathers views (child, family, school)
- Applies psychological theory
- Interprets and analyses information
- Develops formulation
- Decides outcomes and provision
- Reviews and edits all drafts
- Signs off final report

AI DOES NOT

- ✗ Interpret data
- ✗ Make decisions about children
- ✗ Develop formulation
- ✗ Replace EP judgement

AI Usage in Practice Thurrock EP Service



Responsibilities & Safeguards

- Designated 'AI Lead' with relevant experience/ training (Dr Louise Miller, Deputy PEP, AI Level 4 apprenticeship)
- EPS-specific AI policy (informed by BPS & AEP)
- GDPR and ethical guidelines built into functionality of all agents
- FAQs and walk-through documents for appropriate use
- Standing item on EP Team Meeting agenda to monitor & review progress (including data gathering)

Future plans for AI?

- Tracking and managing EP capacity / workload
- Collating and visualising EPS performance data
- Identifying patterns for monitoring EDI
- Automated communication with parents (e.g. waiting times)
- Capturing family & CYP's views (e.g. automated surveys)
- Enhancing traded offer through bespoke training / intervention packages

Dr Louise Miller

Deputy Principal EP

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AI gives us a potentially smoother journey but there are still significant challenges ahead



Leading Educational Psychology Services in the age of AI

Introduction

By Claire Darwin & Malcolm Taylor

+AI AI FOR EDUCATIONAL PSYCHOLOGISTS: OPPORTUNITY OR OVERLOAD?

WHAT AI CAN DO

- Summarise Reports
- Translate Text
- Summarise Reports
- Human Connection

WHAT WE SHOULD PROTECT

- Intuition
- Empathy
- Human Connection

TRAFFIC LIGHT GUIDE

- AI-ENABLE REPETITIVE TASKS (Green)
- AI-ENABLE WITH CAUTION (Yellow)
- AVOID AI REPLACING HUMAN RELATIONSHIPS (Red)



TAKE A LOOK INSIDE

VIEWS OF AI IN EP SERVICES

Reflections from NAPEP Survey May 2025 & 2026 survey link

AI IS POWERFUL FOR

Information access and guidance

LEADERSHIP IN THE AI ERA

The LA EPs and AI group
Core relational skills for leaders to champion

Modern & Vintage Article from NAPEP 2025

Artificial Intelligence (AI) is no longer a distant concept, it is here, reshaping how we work across education and psychology. For Educational Psychologists (EPs), AI offers tools to automate repetitive tasks, summarise data, and even support in drafting reports. These innovations create exciting opportunities to free up time for what matters most: supporting children, young people, families, and schools.

Yet, while AI can handle information, it cannot in any way replicate the human qualities that define our profession. Leadership in this new era means embracing technology without losing sight of the relational and psychological skills that remain essential.

Spring Term 2026

UNITING AS A PROFESSION

Links with the Division of Educational & Child Psychology (DECP)

- *NAPEP Leading EP Services in the age of AI Spring Newsletter*
- *DECP inc. AI and EP Practice working groups*



Ask me what I do

Share the message



Help us change the narrative about educational psychology

Together we can make our psychological contribution visible and valued






EMERGING RESEARCH

- Trainee EPs




AI in Educational Psychology
Practice Survey 2026



Research Participants Needed!

The use of GenerativeAI in the Educational Psychology workforce

What is the study about?
We are inviting you to participate in a study investigating the use of GenerativeAI (GenAI) within Educational Psychology. Given the absence of agreed national guidance for EPs, we are interested in how EPs currently use, or don't use, GenAI in professional practice. This includes the perceived challenges and opportunities, and views on its future role within the profession.

Who can take part?


- Assistant EPs
- Locum EPs
- Main grade EPs
- Principal EPs
- Independent EPs
- Senior EPs
- Trainee EPs

What does participation involve?
A short, anonymous questionnaire which should take approximately ten minutes. This contains mostly tick box questions, with a few open-ended questions.


Who is conducting this research?
This study is being led by four trainee EPs at the University of Southampton, supervised by Dr Sarah Wright and Dr Cora Sargent. The findings will be written up to be submitted as part of a small-scale research project and possible publication.

Please scan this QR code to participate!

If you have any questions about participation, please contact Florence Radford at F.R.Radford@soton.ac.uk



https://southampton.qualtrics.com/jfe/form/SV_6s4GwmKq1phl5Jk



University of Southampton

This study was approved by the Faculty Research Ethics Committee at the University of Southampton
ERGO Number: 110207
Version 1 Date: 22/12/25