Special Needs in Early Years Care and Education (ECH020N217S) (Academic year 2024-2025)



[1]

Blatchford, P. et al. 2012. Reassessing the impact of teaching assistants: how research challenges practice and policy. Routledge.

[2]

Booth, Tony et al. 2006. Index for inclusion: developing play, learning and participation in early years and childcare. Centre for Studies on Inclusive Education.

[3]

Boyle, C. and Topping, K.J. 2012. What works in inclusion? McGraw-Hill Open University Press.

[4]

Civitillo, S. et al. 2016. Pre-service teachers' beliefs about inclusive education in the Netherlands: An exploratory study. Support for Learning. 31, 2 (May 2016), 104–121. DOI:https://doi.org/10.1111/1467-9604.12119.

[5]

Cook, R.E. et al. 2016. Adapting Early Childhood Curricula for Children with Special Needs. Pearson.

[6]

DEC - Recommended Practices: http://www.dec-sped.org/recommendedpractices.

[7]

Deris, A.R. and Di Carlo, C.F. 2013. Back to basics: working with young children with autism in inclusive classrooms. Support for Learning. 28, 2 (May 2013), 52–56. DOI:https://doi.org/10.1111/1467-9604.12018.

[8]

Early Childhood Inclusion | npdci.fpg.unc.edu: http://npdci.fpg.unc.edu/resources/articles/files/ips/EarlyChildhoodInclusion.

[9]

Equality Act 2010: advice for schools - GOV.UK: https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools.

[10]

Evidence-Based Practices | Autism PDC: http://autismpdc.fpg.unc.edu/evidence-based-practices.

[11]

Evidence-Based Practices | Autism PDC: http://autismpdc.fpg.unc.edu/evidence-based-practices.

[12]

FPG Child Development Institute: 2012.

https://capitadiscovery.co.uk/roehampton/items?query=title%3A%28The+Inclusive+Classroom+Profile+%28ICP%29+Preliminary+Findings+of+Demonstration+Study+in+North+Carolina%29&target=eds&facet%5B0%5D=fulltext%3Ayes.

[13]

Gabel, Susan L. and Danforth, Scot 2008. Disability & the politics of education: an international reader. Peter Lang.

[14]

Glazzard, J. et al. 2015. Teaching & supporting children with special educational needs & disabilities in primary schools. SAGE/Learning Matters.

[15]

Hodkinson, A. 2016. Key issues in special educational needs & inclusion. SAGE.

[16]

Hodkinson, A. 2016. PRINCIPLES OF SEN: THEORETICAL PERSPECTIVES. Key issues in special educational needs & inclusion. SAGE. 17–39.

[17]

international pre-school inclusion: bridging the gap between vision and practices frankel gold - Google Scholar:

 $http://scholar.google.co.uk/scholar?q=international+pre-school+inclusion%3A+bridging+the+gap+between+vision+and+practices+frankel+gold&btnG=&hl=en&as_sdt=0%2C5.$

[18]

Lauchlan, F. and Greig, S. 2015. Educational inclusion in England: origins, perspectives and current directions. Support for Learning. 30, 1 (Feb. 2015), 69–82. DOI:https://doi.org/10.1111/1467-9604.12075.

[19]

Lendrum, A. et al. 2015. Developing positive school-home relationships through structured conversations with parents of learners with special educational needs and disabilities (SEND). Journal of Research in Special Educational Needs. 15, 2 (Apr. 2015), 87–96. DOI:https://doi.org/10.1111/1471-3802.12023.

[20]

LEWIS, A. et al. 2008. Realising child voice: the development of Cue Cards. Support for Learning. 23, 1 (Feb. 2008), 26–31. DOI:https://doi.org/10.1111/j.1467-9604.2007.00365.x.

[21]

Macintyre, C. 2014. Identifying additional learning needs in the early years. Routledge.

[22]

Mathieson, K. 2015. Inclusion in the EYFS. Open University Press.

[23]

Mathieson, K. 2015. Inclusion in the EYFS. Open University Press.

[24]

Mengoni, S.E. and Oates, J. 2014. A tool to record and support the early development of children including those with special educational needs or disabilities. Support for Learning . 29, 4 (Nov. 2014), 339–358. DOI:https://doi.org/10.1111/1467-9604.12068.

[25]

Norwich, B. 2008. Dilemmas of difference, inclusion and disability: international perspectives and future directions. Routledge.

[26]

Nutbrown, C. et al. 2013. Inclusion in the early years. SAGE.

[27]

Oliver, Michael 2009. Understanding disability: from theory to practice. Palgrave Macmillan.

[28]

Parsons, S. and Platt, L. 2017. The early academic progress of children with special educational needs. British Educational Research Journal. 43, 3 (Jun. 2017), 466–485. DOI:https://doi.org/10.1002/berj.3276.

[29]

Recchia, S. 2013. Inclusion in the early childhood classroom: what makes a difference?. Teachers College Press.

[30]

Research Synthesis Points on Early Childhood Inclusion | npdci.fpg.unc.edu: http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007.

[31]

Rix, Jonathan et al. 2005. Policy and power in inclusive education: values into practice. RoutledgeFalmer.

[32]

Russell, A. et al. 2013. Maximising the impact of teaching assistants: guidance for school leaders and teachers. Routledge.

[33]

SEND code of practice: 0 to 25 years - GOV.UK: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25.

[34]

SEND: guide for parents and carers - GOV.UK: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers.

[35]

SEND: guide for parents and carers - GOV.UK:

https://www.gov.uk/government/publications/send-guide-for-parents-and-carers.

[36]

Shonkoff, J.P. and Meisels, S.J. 2000. Handbook of early childhood intervention. Cambridge University Press.

[37]

Soukakou, E.P. 2016. Inclusive Classroom Profile (Icp(tm)) Set, Research Edition. Brookes Publishing Company.

[38]

Stanton-Chapman, T.L. and Brown, T.S. 2015. A Strategy to Increase the Social Interactions of 3-Year-Old Children With Disabilities in an Inclusive Classroom. Topics in Early Childhood Special Education. 35, 1 (May 2015), 4–14.

DOI:https://doi.org/10.1177/0271121414554210.

[39]

Turnbull, A.P. 2015. Families, professionals, and exceptionality: positive outcomes through partnerships and trust. Pearson.

[40]

Turnbull, A.P. 2015. Families, professionals, and exceptionality: positive outcomes through partnerships and trust. Pearson.

[41]

Tutt, R. and Williams, P. 2015. The SEND Code of Practice 0-25 years: policy, provision & practice. SAGE.

[42]

Wall, K. 2011. Special needs and early years: a practitioner's guide. SAGE.

[43]

Webster, R. 2014. 2014 Code of Practice: how research evidence on the role and impact of teaching assistants can inform professional practice. Educational Psychology in Practice. 30, 3 (Jul. 2014), 232–237. DOI:https://doi.org/10.1080/02667363.2014.917401.

[44]

Wolfendale, S. 2000. Special needs in the early years: snapshots of practice. Routledge.

[45]

Young person's guide to the Children and Families Act 2014 - GOV.UK: https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014.

[46]

Children and Families Act 2014.

[47]

2017. Disability and inclusion in early years education. edited by Chris Collett. Routledge.

[48]

2015. Researching translation and interpreting. Routledge.