

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

[View Online](#)

- 
- Anon. 2015. Researching Translation and Interpreting. Milton Park: Routledge.
- Anon. 2017. Disability and Inclusion in Early Years Education. Edited by Chris Collett. London: Routledge.
- Anon. n.d.-a. 'Children and Families Act 2014'.
- Anon. n.d.-b. 'DEC - Recommended Practices'. Retrieved (<http://www.dec-sped.org/recommendedpractices>).
- Anon. n.d.-c. 'Early Childhood Inclusion | Npdci.Fpg.Unc.Edu'. Retrieved (<http://npdci.fpg.unc.edu/resources/articles/files/ips/EarlyChildhoodInclusion>).
- Anon. n.d.-d. 'Equality Act 2010: Advice for Schools - GOV.UK'. Retrieved (<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>).
- Anon. n.d.-e. 'Evidence-Based Practices | Autism PDC'. Retrieved (<http://autismpdc.fpg.unc.edu/evidence-based-practices>).
- Anon. n.d.-f. 'Evidence-Based Practices | Autism PDC'. Retrieved (<http://autismpdc.fpg.unc.edu/evidence-based-practices>).
- Anon. n.d.-g. 'International Pre-School Inclusion: Bridging the Gap between Vision and Practices Frankel Gold - Google Scholar'. Retrieved ([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](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)).
- Anon. n.d.-h. 'Research Synthesis Points on Early Childhood Inclusion | Npdci.Fpg.Unc.Edu'. Retrieved (<http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007>).
- Anon. n.d.-i. 'SEND Code of Practice: 0 to 25 Years - GOV.UK'. Retrieved (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>).
- Anon. n.d.-j. 'SEND: Guide for Parents and Carers - GOV.UK'. Retrieved (<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>).
- Anon. n.d.-k. 'SEND: Guide for Parents and Carers - GOV.UK'. Retrieved (<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>).
- Anon. n.d.-l. 'Young Person's Guide to the Children and Families Act 2014 - GOV.UK'.

Retrieved

(<https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014>).

Blatchford, Peter, Anthony Russell, and Rob Webster. 2012. *Reassessing the Impact of Teaching Assistants: How Research Challenges Practice and Policy*. London: Routledge.

Booth, Tony, Ainscow, Mel, Kingston, Denise, and Centre for Studies on Inclusive Education (Bristol, England). 2006. *Index for Inclusion: Developing Play, Learning and Participation in Early Years and Childcare*. New ed. Bristol: Centre for Studies on Inclusive Education.

Boyle, Christopher, and Keith J. Topping. 2012. *What Works in Inclusion?* Maidenhead: McGraw-Hill Open University Press.

By. 2012. 'FPG Child Development Institute'. Retrieved (<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>).

Civitillo, Sauro, Jan M. H. De Moor, and Mathijs P. J. Vervloed. 2016. 'Pre-Service Teachers' Beliefs about Inclusive Education in the Netherlands: An Exploratory Study'. *Support for Learning* 31(2):104–21. doi: 10.1111/1467-9604.12119.

Cook, Ruth E., Diane Klein, and Deborah Chen. 2016. *Adapting Early Childhood Curricula for Children with Special Needs*. Boston: Pearson.

Deris, Aaron R., and Cynthia F. Di Carlo. 2013. 'Back to Basics: Working with Young Children with Autism in Inclusive Classrooms'. *Support for Learning* 28(2):52–56. doi: 10.1111/1467-9604.12018.

Gabel, Susan L. and Danforth, Scot. 2008. *Disability & the Politics of Education: An International Reader*. New York: Peter Lang.

Glazzard, Jonathan, Jane Stokoe, Alison Hughes, Annette Netherwood, and Lesley Neve. 2015. *Teaching & Supporting Children with Special Educational Needs & Disabilities in Primary Schools*. Vol. *Achieving QTS*. Second edition. London: SAGE/Learning Matters.

Hodkinson, Alan. 2016a. *Key Issues in Special Educational Needs & Inclusion*. 2nd edition. Los Angeles: SAGE.

Hodkinson, Alan. 2016b. 'PRINCIPLES OF SEN: THEORETICAL PERSPECTIVES'. Pp. 17–39 in *Key issues in special educational needs & inclusion*. Los Angeles: SAGE.

Lauchlan, Fraser, and Susan Greig. 2015. 'Educational Inclusion in England: Origins, Perspectives and Current Directions'. *Support for Learning* 30(1):69–82. doi: 10.1111/1467-9604.12075.

Lendrum, Ann, Alexandra Barlow, and Neil Humphrey. 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):87–96. doi: 10.1111/1471-3802.12023.

LEWIS, ANN, HELEN NEWTON, and SUSAN VIALS. 2008. 'Realising Child Voice: The Development of Cue Cards'. *Support for Learning* 23(1):26–31. doi: 10.1111/j.1467-9604.2007.00365.x.

Macintyre, Christine. 2014. *Identifying Additional Learning Needs in the Early Years*. Second edition. New York: Routledge.

Mathieson, Kay. 2015a. *Inclusion in the EYFS*. Maidenhead: Open University Press.

Mathieson, Kay. 2015b. *Inclusion in the EYFS*. Milton Keynes: Open University Press.

Mengoni, Silvana E., and John Oates. 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):339–58. doi: 10.1111/1467-9604.12068.

Norwich, Brahm. 2008. *Dilemmas of Difference, Inclusion and Disability: International Perspectives and Future Directions*. London: Routledge.

Nutbrown, Cathy, Peter Clough, and Frances Atherton. 2013. *Inclusion in the Early Years*. 2nd ed. London: SAGE.

Oliver, Michael. 2009. *Understanding Disability: From Theory to Practice*. 2nd ed. Basingstoke: Palgrave Macmillan.

Parsons, Samantha, and Lucinda Platt. 2017. 'The Early Academic Progress of Children with Special Educational Needs'. *British Educational Research Journal* 43(3):466–85. doi: 10.1002/berj.3276.

Recchia, Susan. 2013. *Inclusion in the Early Childhood Classroom: What Makes a Difference?* New York: Teachers College Press.

Rix, Jonathan, Simmons, K., Nind, M., Sheehy, K., and Open University. 2005. *Policy and Power in Inclusive Education: Values into Practice*. London: RoutledgeFalmer.

Russell, Anthony, Rob Webster, and Peter Blatchford. 2013. *Maximising the Impact of Teaching Assistants: Guidance for School Leaders and Teachers*. London: Routledge.

Shonkoff, Jack P., and Samuel J. Meisels. 2000. *Handbook of Early Childhood Intervention*. 2nd ed. Cambridge: Cambridge University Press.

Soukakou, Elena P. 2016. *Inclusive Classroom Profile (Icp(Tm)) Set, Research Edition*. Baltimore: Brookes Publishing Company.

Stanton-Chapman, T. L., and T. S. Brown. 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):4–14. doi: 10.1177/0271121414554210.

Turnbull, Ann P. 2015a. *Families, Professionals, and Exceptionality: Positive Outcomes through Partnerships and Trust*. 7th ed. Upper Saddle River, N.J.: Pearson.

Turnbull, Ann P. 2015b. *Families, Professionals, and Exceptionality: Positive Outcomes*

through Partnerships and Trust. 7th ed. Upper Saddle River, N.J.: Pearson.

Tutt, Rona, and Paul Williams. 2015. The SEND Code of Practice 0-25 Years: Policy, Provision & Practice. Los Angeles: SAGE.

Wall, Kate. 2011. Special Needs and Early Years: A Practitioner's Guide. 3rd ed. Los Angeles, [Calif.]: SAGE.

Webster, Rob. 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):232-37. doi: 10.1080/02667363.2014.917401.

Wolfendale, Sheila. 2000. Special Needs in the Early Years: Snapshots of Practice. London: Routledge.