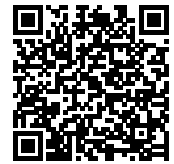


Special Needs in Early Years Care and Education (ECH020N217S) (Academic year 2024-2025)

[View Online](#)

- Blatchford, P., Russell, A., & Webster, R. (2012). Reassessing the impact of teaching assistants: how research challenges practice and policy. Routledge.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://dmz-shib-dg-01.dmz.roehampton.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203151969>
- Booth, Tony, Ainscow, Mel, Kingston, Denise, & Centre for Studies on Inclusive Education (Bristol, England). (2006). Index for inclusion: developing play, learning and participation in early years and childcare (New ed). Centre for Studies on Inclusive Education.
- Boyle, C., & Topping, K. J. (2012). What works in inclusion? [Electronic resource]. McGraw-Hill Open University Press.
<https://shibboleth2sp.gar.semcs.net/Shibboleth.sso/Login?entityID=https%3A%2F%2Fdmz-shib-dg-01.dmz.roehampton.ac.uk%2Fidp%2Fshibboleth&target=https%3A%2F%2Fshibboleth2sp.gar.semcs.net%2Fshib%3Fdest%3Dhttp%253A%252F%252Fwww.vlebooks.com%252FSSHIBBOLETH%253Fdest%253Dhttp%25253A%25252F%25252Fwww.vlebooks.com%25252Fvleweb%25252Fproduct%25252Fopenreader%25253Fid%25253DRoehampton%252526isbn%25253D9780335244690>
- By. (2012). FPG Child Development Institute.
<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>
- Children and Families Act 2014. (n.d.).
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- Civitillo, S., De Moor, J. M. H., & Vervloed, M. P. J. (2016). Pre-service teachers' beliefs about inclusive education in the Netherlands: An exploratory study. *Support for Learning*, 31(2), 104–121. <https://doi.org/10.1111/1467-9604.12119>
- Cook, R. E., Klein, D., & Chen, D. (2016). *Adapting Early Childhood Curricula for Children with Special Needs*. Pearson.
- DEC - Recommended Practices. (n.d.). <http://www.dec-sped.org/recommendedpractices>
- Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: working with young children with autism in inclusive classrooms. *Support for Learning*, 28(2), 52–56.
<https://doi.org/10.1111/1467-9604.12018>

- Disability and inclusion in early years education. edited by Chris Collett. (2017). Routledge.
<https://ebookcentral.proquest.com/lib/roehampton-ebooks/detail.action?docID=4941879>
- Early Childhood Inclusion | npdci.fpg.unc.edu. (n.d.).
<http://npdci.fpg.unc.edu/resources/articles/files/ips/EarlyChildhoodInclusion>
- Equality Act 2010: advice for schools - GOV.UK. (n.d.).
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Evidence-Based Practices | Autism PDC. (n.d.-a).
<http://autismpdc.fpg.unc.edu/evidence-based-practices>
- Evidence-Based Practices | Autism PDC. (n.d.-b).
<http://autismpdc.fpg.unc.edu/evidence-based-practices>
- Gabel, Susan L. & Danforth, Scot. (2008). Disability & the politics of education: an international reader. Peter Lang.
- Glazzard, J., Stokoe, J., Hughes, A., Netherwood, A., & Neve, L. (2015). Teaching & supporting children with special educational needs & disabilities in primary schools: Vol. Achieving QTS (Second edition). SAGE/Learning Matters.
- Hodkinson, A. (2016a). Key issues in special educational needs & inclusion (2nd edition). SAGE.
- Hodkinson, A. (2016b). PRINCIPLES OF SEN: THEORETICAL PERSPECTIVES. In Key issues in special educational needs & inclusion (2nd edition, pp. 17–39). SAGE.
<https://contentstore.cla.co.uk/secure/link?id=6b54512d-17bb-e711-80cb-005056af4099>
- international pre-school inclusion: bridging the gap between vision and practices frankel gold - Google Scholar. (n.d.).
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
- Lauchlan, F., & Greig, S. (2015). Educational inclusion in England: origins, perspectives and current directions. Support for Learning, 30(1), 69–82.
<https://doi.org/10.1111/1467-9604.12075>
- Lendrum, A., Barlow, A., & Humphrey, N. (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. <https://doi.org/10.1111/1471-3802.12023>
- LEWIS, A., NEWTON, H., & VIALS, S. (2008). Realising child voice: the development of Cue Cards. Support for Learning, 23(1), 26–31.
<https://doi.org/10.1111/j.1467-9604.2007.00365.x>
- Macintyre, C. (2014). Identifying additional learning needs in the early years (Second edition). Routledge.

Mathieson, K. (2015a). Inclusion in the EYFS [Electronic resource]. Open University Press.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://dmz-shib-dg-01.d mz.roehampton.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780335262717>

Mathieson, K. (2015b). Inclusion in the EYFS. Open University Press.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://dmz-shib-dg-01.d mz.roehampton.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780335262717>

Mengoni, S. E., & 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), 339–358. <https://doi.org/10.1111/1467-9604.12068>

Norwich, B. (2008). Dilemmas of difference, inclusion and disability: international perspectives and future directions. Routledge.
<https://www.dawsonera.com/guard/protected/dawson.jsp?name=https://dmz-shib-dg-01.d mz.roehampton.ac.uk/idp/shibboleth&dest=http://www.dawsonera.com/depp/reader/protected/external/AbstractView/S9780203938867>

Nutbrown, C., Clough, P., & Atherton, F. (2013). *Inclusion in the early years* (2nd ed). SAGE.

Oliver, Michael. (2009). *Understanding disability: from theory to practice* (2nd ed). Palgrave Macmillan.

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

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

Research Synthesis Points on Early Childhood Inclusion | npdci.fpg.unc.edu. (n.d.).
<http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007>

Researching translation and interpreting. (2015). Routledge.

Rix, Jonathan, Simmons, K., Nind, M., Sheehy, K., & Open University. (2005). *Policy and power in inclusive education: values into practice*. RoutledgeFalmer.

Russell, A., Webster, R., & Blatchford, P. (2013). *Maximising the impact of teaching assistants: guidance for school leaders and teachers*. Routledge.
<http://site.ebrary.com/lib/roehampton/Doc?id=10640501>

SEND code of practice: 0 to 25 years - GOV.UK. (n.d.).
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND: guide for parents and carers - GOV.UK. (n.d.-a).
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

SEND: guide for parents and carers - GOV.UK. (n.d.-b).
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Shonkoff, J. P., & Meisels, S. J. (2000). Handbook of early childhood intervention (2nd ed). Cambridge University Press.

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

Stanton-Chapman, T. L., & 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), 4–14.
<https://doi.org/10.1177/0271121414554210>

Turnbull, A. P. (2015a). Families, professionals, and exceptionality: positive outcomes through partnerships and trust (7th ed). Pearson.

Turnbull, A. P. (2015b). Families, professionals, and exceptionality: positive outcomes through partnerships and trust (7th ed). Pearson.

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

Wall, K. (2011). Special needs and early years: a practitioner's guide (3rd ed). SAGE.

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), 232–237. <https://doi.org/10.1080/02667363.2014.917401>

Wolfendale, S. (2000). Special needs in the early years: snapshots of practice. Routledge.
<http://site.ebrary.com/lib/roehampton/Doc?id=10054644>

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