

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

[View Online](#)

Blatchford, P., Russell, A. and Webster, R. (2012) Reassessing the impact of teaching assistants: how research challenges practice and policy. London: Routledge. Available at: <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 et al. (2006) Index for inclusion: developing play, learning and participation in early years and childcare. New ed. Bristol: Centre for Studies on Inclusive Education.

Boyle, C. and Topping, K.J. (2012) What works in inclusion? [electronic resource]. Maidenhead: McGraw-Hill Open University Press. Available at: <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. Available at: <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' (no date). Available at: <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>.

Civitillo, S., De Moor, J.M.H. and Vervloed, M.P.J. (2016) 'Pre-service teachers' beliefs about inclusive education in the Netherlands: An exploratory study', *Support for Learning*, 31(2), pp. 104-121. Available at: <https://doi.org/10.1111/1467-9604.12119>.

Cook, R.E., Klein, D. and Chen, D. (2016) *Adapting Early Childhood Curricula for Children with Special Needs*. Boston: Pearson.

DEC - Recommended Practices (no date). Available at: <http://www.dec-sped.org/recommendedpractices>.

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), pp. 52-56. Available at: <https://doi.org/10.1111/1467-9604.12018>.

Disability and inclusion in early years education. edited by Chris Collett (2017). London: Routledge. Available at:  
<https://ebookcentral.proquest.com/lib/roehampton-ebooks/detail.action?docID=4941879>.  
Early Childhood Inclusion | npdci.fpg.unc.edu (no date). Available at:  
<http://npdci.fpg.unc.edu/resources/articles/files/ips/EarlyChildhoodInclusion>.

Equality Act 2010: advice for schools - GOV.UK (no date). Available at:  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>.

Evidence-Based Practices | Autism PDC (no date a). Available at:  
<http://autismpdc.fpg.unc.edu/evidence-based-practices>.

Evidence-Based Practices | Autism PDC (no date b). Available at:  
<http://autismpdc.fpg.unc.edu/evidence-based-practices>.

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

Glazzard, J. et al. (2015) Teaching & supporting children with special educational needs & disabilities in primary schools. Second edition. London: SAGE/Learning Matters.

Hodkinson, A. (2016a) Key issues in special educational needs & inclusion. 2nd edition. Los Angeles: SAGE.

Hodkinson, A. (2016b) 'PRINCIPLES OF SEN: THEORETICAL PERSPECTIVES', in Key issues in special educational needs & inclusion. 2nd edition. Los Angeles: SAGE, pp. 17–39.  
Available at:  
<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 (no date). Available at:  
[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).

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

Lendrum, A., Barlow, A. and 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), pp. 87–96. Available at: <https://doi.org/10.1111/1471-3802.12023>.

LEWIS, A., NEWTON, H. and VIALS, S. (2008) 'Realising child voice: the development of Cue Cards', Support for Learning, 23(1), pp. 26–31. Available at:  
<https://doi.org/10.1111/j.1467-9604.2007.00365.x>.

Macintyre, C. (2014) Identifying additional learning needs in the early years. Second edition. New York: Routledge.

Mathieson, K. (2015a) Inclusion in the EYFS [electronic resource]. Maidenhead: Open University Press. Available at:  
<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/S9780335262717>.

Mathieson, K. (2015b) Inclusion in the EYFS. Milton Keynes: Open University Press. Available at:  
<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/S9780335262717>.

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), pp. 339–358. Available at: <https://doi.org/10.1111/1467-9604.12068>.

Norwich, B. (2008) *Dilemmas of difference, inclusion and disability: international perspectives and future directions*. London: Routledge. Available at:  
<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/S9780203938867>.

Nutbrown, C., Clough, P. and Atherton, F. (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, S. and Platt, L. (2017) 'The early academic progress of children with special educational needs', *British Educational Research Journal*, 43(3), pp. 466–485. Available at: <https://doi.org/10.1002/berj.3276>.

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

Research Synthesis Points on Early Childhood Inclusion | npdci.fpg.unc.edu (no date). Available at: <http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007>.

*Researching translation and interpreting* (2015). Milton Park: Routledge.

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

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

SEND code of practice: 0 to 25 years - GOV.UK (no date). Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>.

SEND: guide for parents and carers - GOV.UK (no date a). Available at:  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>.

SEND: guide for parents and carers - GOV.UK (no date b). Available at:  
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>.

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

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

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), pp. 4-14. Available at:  
<https://doi.org/10.1177/0271121414554210>.

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

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

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

Wall, K. (2011) Special needs and early years: a practitioner's guide. 3rd ed. Los Angeles, [Calif.]: 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), pp. 232-237. Available at: <https://doi.org/10.1080/02667363.2014.917401>.

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

Young person's guide to the Children and Families Act 2014 - GOV.UK (no date). Available at:  
<https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014>.