

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

[View Online](#)

1.

Hodkinson A. PRINCIPLES OF SEN: THEORETICAL PERSPECTIVES. In: Key issues in special educational needs & inclusion [Internet]. 2nd edition. Los Angeles: SAGE; 2016. p. 17–39. Available from:
<https://contentstore.cla.co.uk/secure/link?id=6b54512d-17bb-e711-80cb-005056af4099>

2.

By. FPG Child Development Institute [Internet]. 2012. Available from:
<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>

3.

Research Synthesis Points on Early Childhood Inclusion | npdci.fpg.unc.edu [Internet]. Available from:
<http://npdci.fpg.unc.edu/resources/articles/NDPCI-ResearchSynthesis-9-2007>

4.

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

5.

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

6.

Turnbull AP. Families, professionals, and exceptionality: positive outcomes through partnerships and trust. 7th ed. Upper Saddle River, N.J.: Pearson; 2015.

7.

Mathieson K. Inclusion in the EYFS [Internet]. Maidenhead: Open University Press; 2015. Available from:
<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>

8.

Mathieson K. Inclusion in the EYFS. [Internet]. Milton Keynes: Open University Press; 2015. Available from:
<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>

9.

Early Childhood Inclusion | npdci.fpg.unc.edu [Internet]. Available from:
<http://npdci.fpg.unc.edu/resources/articles/files/ips/EarlyChildhoodInclusion>

10.

Evidence-Based Practices | Autism PDC [Internet]. Available from:
<http://autismpdc.fpg.unc.edu/evidence-based-practices>

11.

Cook RE, Klein D, Chen D. Adapting Early Childhood Curricula for Children with Special Needs. Boston: Pearson; 2016.

12.

DEC - Recommended Practices [Internet]. Available from:
<http://www.dec-sped.org/recommendedpractices>

13.

Shonkoff JP, Meisels SJ. Handbook of early childhood intervention. 2nd ed. Cambridge: Cambridge University Press; 2000.

14.

Boyle C, Topping KJ. What works in inclusion? [Internet]. Maidenhead: McGraw-Hill Open University Press; 2012. Available from:
<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>

15.

Deris AR, Di Carlo CF. Back to basics: working with young children with autism in inclusive classrooms. Support for Learning. 2013 May;28(2):52-6.

16.

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

17.

Booth, Tony, Ainscow, Mel, Kingston, Denise, Centre for Studies on Inclusive Education (Bristol, England). Index for inclusion: developing play, learning and participation in early years and childcare. New ed. Bristol: Centre for Studies on Inclusive Education; 2006.

18.

Gabel, Susan L., Danforth, Scot. Disability & the politics of education: an international

reader. New York: Peter Lang; 2008.

19.

Norwich B. Dilemmas of difference, inclusion and disability: international perspectives and future directions [Internet]. London: Routledge; 2008. Available from: <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>

20.

Oliver, Michael. Understanding disability: from theory to practice. 2nd ed. Basingstoke: Palgrave Macmillan; 2009.

21.

Rix, Jonathan, Simmons, K., Nind, M., Sheehy, K., Open University. Policy and power in inclusive education: values into practice. London: RoutledgeFalmer; 2005.

22.

Wolfendale S. Special needs in the early years: snapshots of practice [Internet]. London: Routledge; 2000. Available from: <http://site.ebrary.com/lib/roehampton/Doc?id=10054644>

23.

Wall K. Special needs and early years: a practitioner's guide. 3rd ed. Los Angeles, [Calif.]: SAGE; 2011.

24.

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

25.

Evidence-Based Practices | Autism PDC [Internet]. Available from:
<http://autismpdc.fpg.unc.edu/evidence-based-practices>

26.

Researching translation and interpreting. Milton Park: Routledge; 2015.

27.

Turnbull AP. Families, professionals, and exceptionality: positive outcomes through partnerships and trust. 7th ed. Upper Saddle River, N.J.: Pearson; 2015.

28.

Hodkinson A. Key issues in special educational needs & inclusion. 2nd edition. Los Angeles: SAGE; 2016.

29.

Disability and inclusion in early years education. edited by Chris Collett [Internet]. London: Routledge; 2017. Available from:
<https://ebookcentral.proquest.com/lib/roehampton-ebooks/detail.action?docID=4941879>

30.

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

31.

Blatchford P, Russell A, Webster R. Reassessing the impact of teaching assistants: how research challenges practice and policy [Internet]. London: Routledge; 2012. Available from:
<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>

32.

Nutbrown C, Clough P, Atherton F. Inclusion in the early years. 2nd ed. London: SAGE; 2013.

33.

Glazzard J, Stokoe J, Hughes A, Netherwood A, Neve L. Teaching & supporting children with special educational needs & disabilities in primary schools. Second edition. Vol. Achieving QTS. London: SAGE/Learning Matters; 2015.

34.

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

35.

Parsons S, Platt L. The early academic progress of children with special educational needs. British Educational Research Journal. 2017 Jun;43(3):466–85.

36.

Lauchlan F, Greig S. Educational inclusion in England: origins, perspectives and current directions. Support for Learning. 2015 Feb;30(1):69–82.

37.

Mengoni SE, Oates J. A tool to record and support the early development of children including those with special educational needs or disabilities. Support for Learning. 2014 Nov;29(4):339–58.

38.

Civitillo S, De Moor JMH, Vervloed MPJ. Pre-service teachers' beliefs about inclusive education in the Netherlands: An exploratory study. Support for Learning. 2016 May;31(2):104–21.

39.

international pre-school inclusion: bridging the gap between vision and practices frankel gold - Google Scholar [Internet]. Available from:
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

40.

Webster R. 2014 Code of Practice: how research evidence on the role and impact of teaching assistants can inform professional practice. *Educational Psychology in Practice*. 2014 Jul 3;30(3):232–7.

41.

Lendrum A, Barlow A, Humphrey N. 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*. 2015 Apr;15(2):87–96.

42.

LEWIS A, NEWTON H, VIALS S. Realising child voice: the development of Cue Cards. *Support for Learning*. 2008 Feb;23(1):26–31.

43.

SEND code of practice: 0 to 25 years - GOV.UK [Internet]. Available from:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

44.

Children and Families Act 2014. Available from:
<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

45.

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

46.

Equality Act 2010: advice for schools - GOV.UK [Internet]. Available from:
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

47.

SEND: guide for parents and carers - GOV.UK [Internet]. Available from:
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

48.

SEND: guide for parents and carers - GOV.UK [Internet]. Available from:
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>