

## Strategy for Inclusive Education 22-25 Consultation feedback May 2022

### 1. Numbers completing survey and their roles

Number of people who completed the survey: 59

Parent Carers	22	SENCO/Inclusion manager/DSL	8
Young People	3	Teacher	6
Young Persons Group	1	Support staff in schools	3
Headteacher	3	Nursery Manager	1
LA Officer-health	1	Specialist teacher/ Educational Psychologist	7
LSCP	1	Governor	3

### 2. Survey questions and responses *(may not add to 100% when rounded)*

Questions	Yes	Partly	No
1. Do you think the strategy is easy to understand?	71%	26%	3%
2. Do you think our vision for Inclusive educational Solihull is the right one?	53%	47%	0%
3. Do you think that the 5 priorities are the right ones?	47%	53%	0%
<b>4. Thinking about how we define inclusion, do you agree:</b>			
That the definition is clear?	93%	3%	3%
With the definition?	81%	17%	2%
<b>5. Thinking about how we define equity, do you agree:</b>			
That the definition is clear?	88%	7%	5%
With the definition?	90%	5%	5%
With our vision being for equity rather than equality?	92%	7%	2%
6. Do you agree in principle with our Action Plan and what we plan to do?	71%	26%	3%
7. Do you agree with the intended outcomes?	81%	17%	2%

8. Do you agree with how we plan to measure impact?	64%	34%	2%
9. We now ask you to imagine that all the actions listed in the Strategy have happened. Do you think that, at that point, education will be better for children and young people in Solihull?	66%	34%	0%

**2. Questions just for professionals who work with children and young people in Solihull: 36 people responded**

<b>If you work with children and young people in Solihull, do you think you can use this Strategy to inform your practice?</b>	<b>Yes</b>	<b>Partly</b>	<b>Not sure</b>	<b>No</b>
	69%	17%	8%	6%

**How do you think your own practice might change as a result of this Strategy? 14 responses**

- I intend to use the strategy to inform our own school inclusion strategy and action plan.
- I feel it will give more weight to advice I give schools, they will want to follow it to ensure they are being inclusive.
- We will continue to support schools to be fully inclusive. It will rely on them to embrace the culture of inclusion - we can help them achieve the reality.
- I fear an increased workload.
- Hoping it will make LA & health processes more effective
- Tighter accountability
- Using schemes to promote inclusion explaining children's additional needs to peers who do not have any by teaching empathy
- It will provide a framework for supporting strategic work and challenging practice.
- The CPD and information reporting will increase my workload but should direct me appropriately.
- Even more of a focus of working collaboratively with agencies and schools.
- Promoting/ embedding opportunity for equity
- Seeking ways to remove barriers and provide all children with equitable tools in order for them to make progress.
- Asking questions as a governor that focus on equity
- Greater emphasis on inclusion strategies across the whole school priorities

**If you replied anything other than yes, please explain**

- Not clear about where SISS SEMH team fits in. Also not clear how the traded service for SISS fits with the idea of support being equitable? A child in one school may get access to many hours of support due to the amount of hours their school has purchased and a child with the same needs in another school get none? How can that ever be equitable?
- I think the messages from LA will be clearer but then all that I already know and do will be changed. There has been a lot of change recently and it is hard to keep track of

what is happening at LA level along with doing the 'day job'. The role of SENCO is huge in school and is becoming increasingly lonely as services are reduced so I hope the Strategy is backed up by the financial resources necessary to ensure real change and allows school staff time to adjust and learn.

- Some of it is a little bit vague, think it needs more specific measures
- Absolutely no plan to change the fact there is no on the ground support for reception. One visit from the early years team in term 1 which may or may not happen is absolutely appalling, children are left to languish until they have enough evidence for EHCP which is year 1
- Strategy becomes effective with funding, allowing resources to implement.
- We already have lots of strategies in place for inclusion.
- ... this is lacking the need for trauma informed practice
- It is unclear within the strategy where specialist services such as SISS fit in with the priorities and actions. SISS are currently providing a high level of support for C &YP, families, settings and working with health, but this is not made clear.
- pg 30 - Traded services and training mentioned but where do non traded fit in?
- Taking time to think about how we can enhance/ embed into current practise

## Responses to consultation survey with detail

Questions	Yes	Partly	No
1. Do you think the strategy is easy to understand?	71%	26%	3%
<b>If you replied anything other than yes please explain: 15responses</b>			
<ul style="list-style-type: none"> <li>• It is long and necessarily very detailed and includes quite a lot of jargon, this would make it less accessible to the average parent.</li> <li>• Could there be a diagram to show how all the various action plans, policies and working groups will fit together with timeframes and how each leads into the other? It is unclear to see where the overlaps are.</li> <li>• there are lots of acronyms - some are explained in the appendix and others are not. Could these be at the start of the action plan?</li> <li>• It is a hard read. I worry that you won't get enough engagement simply because the document is too big. There are parts that I feel should be background appendices, so people can review the context further if they wish.</li> <li>• I think this is more written for professionals to understand. I found it difficult to understand and I think most parents would struggle too.</li> <li>• Priorities difficult to read. Lengthy document.</li> <li>• Too long and overwhelming.</li> <li>• Very wordy - not set out that visually friendly in places</li> <li>• It's a very lengthy document with a lot to try and absorb. I haven't managed to do this in the time I had available so it would put me off further trying to get my head round it</li> <li>• The text is verbose. Over explained in sections.</li> <li>• Given that the strategy is for children, young people and families, it's still quite wordy with quite a bit of jargon</li> <li>• I think it's not written for parents to understand, it's written for professionals</li> <li>• Looks like it has been written for professionals not families and most certainly not for young people</li> <li>• Some of the acronyms used are not explained e.g. what's the difference between an ARP and a special school? Some statistics are unclear e.g. p10 young people are 2.8% of what population? That of the pop of Solihull? National population of young people? Also exclusion figures p25 - what do the numbers mean. Generally the document starts off clearly e.g. with 3 Ps priorities - presence, participation and progress etc and becomes less clear / less clearly explained as it progresses.</li> <li>• Could highlight actions earlier on to help reader understand the strategy clearly at the start</li> </ul>			

Questions	Yes	Partly	No
2. Do you think our vision for Inclusive educational Solihull is the right one?	53%	47%	0%
<b>If you have anything to add please include here: 7 responses</b>			
<ul style="list-style-type: none"> <li>• I want to know how the Academies are going to be brought in line so they stop shunning their responsibilities particularly for inclusion and SEN support and thus leaving the maintained schools to pick up the balance.</li> <li>• I believe in an inclusive strategy, however have felt that having two children, one with anxiety / potential autism and one without, children without are being unfairly treated and are not equal as they are receiving a more disrupted and less quality education.</li> <li>• The wider community for example charities that have education leaders should be consulted. Neurodiversity for example is not taught in a way that is correct to help with early diagnosis</li> <li>• Although there is mention of adverse childhood and adolescent experiences, there is no mention of trauma informed practice; this means there is not a requirement for people to recognise and respond with sensitivity to trauma that many children and young people will actually be experiencing; missing the opportunity to be inclusive for these people. There is no mention of intersectionality and the need to understand we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc. collectively within the individuals lived experience, not as stand alone concerns. There is also no mention of adultification bias; where young people from minority groups are viewed as being grown up and therefore not needing the same protection as a child.</li> <li>• Lots of words - sounds good on paper</li> <li>• I don't know- I don't understand it ( same response for all subsequent questions).</li> <li>• We have to make sure things are specified and quantified.</li> </ul>			

Questions	Yes	Partly	No
3. Do you think that the 5 priorities are the right ones?	47%	53%	0%
<b>If you have anything to add please include here: 7 responses</b>			
<ul style="list-style-type: none"> <li>• As previous question. This need to be correct from first principles or it simply won't make a difference.</li> <li>• Without the mention of trauma informed practice, recognising intersectionality and adultification bias the priorities are lacking</li> <li>• I would have liked to see something that recognises really clear communication is needed at every part of the strategy. I understand that this should go without saying, but my experience is that key information can take a long time to be disseminated to all schools.</li> <li>• What is the Solihull Inclusion standard and is there an outline /example of this?</li> <li>• Does preparation for adulthood need to be included somewhere?</li> </ul>			

- But they are too wordy and not clear enough - they could be cut in length and simplified. The detail of what each priority entails could then come later in the plan section of the document where it gets into the nitty gritty of things.
- I believe that there should be a safe environment within a school setting for pupils who are facing exclusion. The unit should be a supportive place to minimise exclusions and to normalise mental health well being.

#### Question 4: Thinking about how we define inclusion:

If you have anything to add please include here: 9 responses

- Full inclusion can mean allowing "exclusion" of an activity that someone simply can not cope with taking part in. However it would be appropriate that a way is found for them to have a similar outcome perhaps by doing something they do feel comfortable with, or learning the skill a different way. I think inclusion is all about how the individual feels about it, not it being prescribed by someone that does not have the same lived experience. (Who tries to squeeze a square peg into a round hole)
- I do agree however I would say that inclusion doesn't mean that all children should be included in a mainstream school. Sometimes even in the most inclusive school this isn't actually inclusion for the child
- I was slightly confused by the statement preceding the definition on p5 indicates that the definition was arrived at in consultation by a number of stakeholders but it is then given as a quotes from other sources.
- Although inclusion is a good thing, sometimes a situation is so overwhelming for a CYP that being included is not the correct process. For example, a very large school may have the best inclusion policy, but the sheer size and noise levels mean that the CYP could not access education in that environment.
- I would like there to be a stronger emphasis on all children having a right be successfully included/educated in their local mainstream school.
- It seems to not include the people in it. The two quotes are quite divisive. Wider community needs to be beyond Solihull.
- It's too much about SEN and less about the other protected characteristics. Although the protected characteristics are there the action plan is more aimed at those with SEN.
- Surprised that SEND is not referenced specifically in the definition.
- I think it's important to check everyone's understanding of what inclusion means even from your document. A concern is leaders will read what suits their budgets.

#### Questions 5 Thinking about how we define equity

If you have anything to add please include here: 7 responses

- The visual is very helpful here.
- The definition is too simplistic really.

- I think you it needs to be even more clear, I got a bit lost with the point you were trying to make about equity/equality and ended up a bit confused! I couldn't see the difference between them because of how it's explained.
- I think equality is a broader term to be used to clarify what inclusive practice is
- You need the reference for the figure in the text. An example relative to education would have been better context here.
- 'The aim of inclusion is to reduce exclusion and discriminatory attitudes, including those in relation to age, social class, ethnicity, religion, gender, attainment and their intersectionality' - (as raised before the lived experience of the individual has to be considered.)
- Again - too wordy - the definition is lost in an overly long p6. It is not clear that Solihull's vision is for equity. There is a description of equality, equity and liberation but there is not clarity of vision in terms of what Solihull is trying to achieve.

Questions	Yes	Partly	No
6. Do you agree in principle with our Action Plan and what we plan to do?	71%	26%	3%

**If you have anything to add please include here: 13 responses**

- I worry about the timeliness of bringing post16 in at a later date. IMO they need to be "sent the memo" to get onboard now. Projects like this come and go. If schools are on board then people could be transitioning into post 16 to a shock to the system. (very much as it is now, where mainstream post 16 seem to wash their hands, bumping people into high need provision.
- This strategy needs to be put in place for all children as currently it is not the case and to some extent to the detriment of those without disabilities, income etc. They should not receive a lesser education because of their background too.
- No timescales for lots of the actions or specificity.
- Whilst everything in the plan sounds very good in principle, how do you propose to measure that this is happening?
- It needs some work on clarity still.
- The Action plan contains high ideals which all children with disabilities deserve, although no extra funding or staff to promote them is evident.
- The action plan is SEND inclusive, but does not mention specific actions to combat educational racism; prevent adultification bias- where is the whistle blowing process?
- Hard to disagree but the need would be clearer with a statement of the problem being solved.
- While the reverting the responsibility of early intervention to the education system, the exclusion of external support functions such as social services, gp, legal services, camps etc is a huge mistake in my opinion. This is cutting support to aid inclusion and appears on the surface to be merely a cost reducing exercise
- I am pleased to see the emphasis on early intervention. I do think this will require an increase in support to the current Early Years team that have been slashed over recent re-structuring programmes. They do not provide anywhere near the level of

support to early years settings that they used to and in fact now require a high level of admin from the school before they will be involved. This is an increased burden on schools that does not improve the outcomes for pupils.

- pg 29 - A formal diagnosis can often help parents access the specialist help they need (physical/sensory disabilities) so this needs to be made clear. Parents also requested this in the feedback from the Joint additional Needs Survey July - August 2021.
- pg 29 column 3 - schools have access to a revised Accessibility Strategy and PDNet guidance - but PDNet not explained in Appendices or explanation of what guidance is available.
- Needs to be less about SEN, more of an overarching
- There is only a small section of the action plan relating to mental health issues. In my personal experience with MH arising during teenage years (post-covid) this is a growing and often unseen group of young people unable to attend school. Getting an EHCP is another minefield, so they do not come under the EHCP category, yet are unable to access education.
- My concern is settings won't implement it unless it is regulated
- I don't trust that it will be implemented, the number of things that the LA currently don't do or follow gives me very little faith in them.

#### **7. Do you think the actions within the Action Plan are the right ones in practice are they realistic and do-able? 59 written responses**

- **Yes/ certainly/ completely – 12**
- **Partly- 1**
- **Not sure 1**
- Everything is possible just need good management to cascade down to the teachers and children
- I think your early years support needs massively upping
- I'm not really well placed to know that. They look thought out... I have no idea if they are realistic or doable. I suspect if they were easy they would have already been done, so there must be some risk to achieving them all
- As per previous answers. The clarity is not there.
- Realistic with appropriate staffing.
- All achievable. Detailed and layout is clear.
- There is not enough thought to how these link to processes beyond the education system; how do they link to multi-agency early help procedures for example is missing out of action priority 2. There is also a need to think about the role of education establishments for helping to create future generations of people who are more inclusive in their thinking, so how is inclusivity and equality taught in education establishments and how do we ensure that the schools policies and environment aren't only reflective of the dominant culture.
- I'd have expected an inclusion strategy action plan to have some responsibility of monitoring exclusions and equity within the process of that & school removals - again this needs to be more than just for SEND and consider intersectionality

- It seems ambitious in terms of time - I guess each task needs time line and services allocated to each action to reflect on how realistic and do-able they are in reality.
- Probably but less is more and stand a better chance of being achieved.
- I suspect that the streamlining of the health services working with schools - while absolutely essential - may be more difficult to achieve.
- Again lots of actions and strategies to be implemented in next 3 years, but if a parent was reading this they will be asking what is in place for my child now and what is available prior to these actions being implemented.
- I agree with the actions and I think that they are realistic.
- The time frames seem quite short for actions to be completed.
- The action plan has all the good ideas. On the school part- we are willing to be inclusive but often inadequate funding (which is only accessible with EHC- SO NOT VERY INCLUSIVE OR EQUITABLE!) and lengthy wait times for the professional advice and support often let us down and certainly do not meet the ideal early intervention approach. The school improvement plan re inclusion- needs to be supportive/ informative and not what we need to do better. This links to budgets/ staffing levels and needs of children and isn't always clear-cut. Consistency in inclusive environments also needs balancing to each school, its local area, its cohort and differing needs. I look forward to the inclusion toolkit.
- The 5 priorities seem very pertinent. EYFS identification is vital but as facilitators of education, we must also ensure we create opportunities for children to become life long learners as they move into further education and adulthood.
- I think the actions are doable depending on the commitment of schools. Some schools won't want to put the effort in and won't want to change, how can you make sure these schools actually do?
- I think it's a wait and see, I am hopeful but I do think it rests a lot on schools when this should be for the all community
- I think the focus is rightly on schools and education but there needs to be more of a focus on early help and support i.e. from birth for families who may struggle. I feel the removal of sure start centres is still a gap that is not being addressed and schools are then picking up the pieces and problems that are already well established by when a child is 3 or 4 years old. Parents don't set out to do a bad job but some need support from day 1 (or even before birth) and I feel this is missing. Schools are then being asked to try to solve all / many social problems.
- Yes, although not necessarily actions within the number they are in. The priorities and actions are all of equal importance.
- "mostly good, but a lack of detail about young people struggling with their mental health, the shocking waiting lists for CAMHS, and the lack of support form GP's.
- In order to create an equitable and inclusive education system in the borough more needs to eb done to support families and young people to access the right support"
- In general terms they are appropriate actions and are broadly doable. It will take patience and prayer to get the best outcomes.
- Yes - I think they are doable as long as all agencies are working towards them in partnership. In order for educational settings to achieve many of these, they need the timely and effective support of other agencies. Processes need to be more succinct to allow for access to inclusive support more quickly. Much of the action plan creates an

increased workload for schools. Consideration is needed for how this can be supportive, rather than taking away time from already busy schedules, where the children and their needs should be at the heart.

- Yes, They are achievable as long as all the leadership within our schools have a positive ethos on ' Inclusion'
- Only if the LA invest in staff to be able to implement them and get staff who they retain.

Questions	Yes	Partly	No
8. Do you agree with the intended outcomes?	81%	17%	2%

**If you have anything to add please include here: 7 responses**

- Some of them are a bit wishy washy and need specifics to enable proper gathering of data, baselining, reporting and measurements that can be held to account. How are they going to be held to account in a way that is productive of moving the system forward positively.
- Our Voices Heard and Solihull Parent Carer Voice feature in the outcome of getting parent/carer and CYP voices across. These are voluntary organisations and, as such, could change and have different priorities over the years of the plan. Are there other avenues that could be explored should these two organisations not be able to provide this information?
- It's how these are measured. There should be ways to measure female send needs better.
- I think the outcomes are too heavily focused on systems staff & settings rather than what this should mean for children, young people their families and the society we live in; I am really concerned to see an outcome being that Educational settings will have access to a model Inclusion Policy which provides a set of principles and practices to support the growth and further development of an inclusive borough wide culture within educational settings. If this work is going to be meaningful it needs a cultural shift in education settings and their communities, providing them with a ready made policy wont do that, the resource to work with settings and involve all members (staff, governors, dinner supervisors, caretakers, parents and pupils) in the development & understanding of a new inclusion policy is the only way to secure personal understanding of what is meant and needed to be inclusive.
- The kite mark is a good idea. The training with Dingley's promise is good. Often accessing the right support is a barrier because it is label driven when we are trying to be inclusive regardless of labels (or waiting for outcomes of assessments). Provide the support without being label driven and make accessing the funding easier. My Head teacher can often access what we need without being presented with numerous hoops (that I get placed before me as SENDCO)

Questions	Yes	Partly	No
9. Do you agree with how we plan to measure impact?	64%	34%	2%

<b>If you have anything to add please include here: 13 responses</b>			
<ul style="list-style-type: none"><li>• As above needs some more specificity.... however I assume this won't be in the strategy doc. However who ever is going to sign up to be on board needs to know the detail</li><li>• These may need to be more measurable</li><li>• Lots of outcomes refer to parents will report that, or education workforce will report that ...progress has been made or needs are being met.</li><li>• What numbers are you looking for? Is this 100% of parents asked will report this is happening? 90%? What % would you count as being a successful outcome?</li><li>• How or when are they reporting this? Annually?</li><li>• The people involved in measuring impact would need to see whether it was workable</li><li>• priority 1 - dingleys promise outcome. i think it should be amended to state the number of settings with kite mark should be increased. But for the no of children attending those settings to increase is unhelpful as there is already a problem with some settings taking more sen children than others so think the aspiration should be majority if not all settings achieve kite mark. priority 2 - pg 17 2nd impact measure - early years settings will report increased knowledge and confidence - how will this be measured? priority 3 - we are facing massive paper work requirements for children with SEN and many services are requesting referrals / applications / evidence that is very similar so we are facing lots of duplication in early years - would be great to stream line referrals and requirements on us to complete paperwork. Really think a move toward the EYSAT teachers taking on more responsibility here to support us. priority 5 - no mention of accessibility within early years settings?</li><li>• Again. Looking at revision of assessment and wording compared to charities with significantly more experience on each individual area. Currently dyslexia for example is viewed as a spelling issue rather than working memory problem.</li><li>• There are no specifics; exactly how by who and when are missing</li><li>• Nice to see a proposed dashboard</li><li>• I am not sure that being a really inclusive school contributes towards a 'good' grade by Ofsted, so I am not sure that having more 'good' schools will correlate with improved inclusion.</li><li>• Will the inclusion standard be different to the audit tool? The parent carers forum is mentioned - how many parents are involved in the forum and how do other parents contact the group so that they can also feedback?</li><li>• Hopefully</li><li>• There is a lack of focus on child / family voice. It's all about statistical measures e.g. attendance and attainment. Skills / happiness are missing.</li><li>• Not all young people can access services and get an EHCP, there needs to be some monitoring of young people with poor mental health and how they are being supported, are they able to access services, how quickly and is this impacting positively on school attendance.</li><li>• I think trainee teachers should be introduced to this before they work in a school, only then can we change attitudes towards children with Sen needs. There's a lot of teachers who refer to children as 'Sen' and not by the child's actual name. This is</li></ul>			

something I have had experience of in the ten years of my teaching career and now as a parent. There is a misconception amongst parents that 'Sen' equals poor behaviour which is not correct. There needs to be a culture shift to get everybody on board, that is all settings, parents and teachers.

Questions	Yes	Partly	No
<b>10. We now ask you to imagine that all the actions listed in the Strategy have happened. Do you think that, at that point, education will be better for children and young people in Solihull?</b>	66%	34%	0%

**If you have anything to add please include here: 9 responses**

- Absolutely, if we whole-heartedly embed the intended inclusion strategy, education will be for all.
- The academies need to be brought in.
- If additional resources are put in place as teachers are spread too thin to put this in place and reach the level of teaching required.
- Greater support is needed around young people's mental health nationally alongside this.
- As with most situations these measures will help the majority but there will be those CYP who do not fall into a standard set of measures. Will there be any flexibility or joint working with parents/carers where the CYP has more diverse needs?
- If the points I have raised aren't included, then not fully.
- I don't know as I don't understand the strategy
- Inclusion isn't just about schools so this needs to be wider to have more impact on the lives of people
- See my comment on skills / happiness. Being in school and attaining a particular grade in e.g. Maths doesn't mean children / young people will have better mental health / be more productive adults. There needs to be enjoyment of school / learning in order for young people to feel fulfilled and develop the self motivation / resilience that they need as adults.
- In order to improve education you not only need clear strategy and the willingness to see it through, but you also need to allow those in work in education the time to implement and embed good practise. If mental health services and support for young people do not improve school attendance will continue to decrease regardless of all other actions.
- Funding will always have a impact on the outcomes of any strategy but especially 'Inclusion'
- I think the LA needs to understand why there are these issues in education, go back to attitudes towards the term 'Sen' and what that means to people first. It's a cultural change we need for this to be successful.

## Actions following consultation

Point raised	Action	Response/ action completed
<b>Presentation and readability</b>	<ul style="list-style-type: none"> <li>• Review jargon and explanation of all acronyms in appendices</li> <li>• Consider inclusion of a diagram to show how this strategy links to other LA strategies/ Action Plan</li> <li>• Check statistics are clear- p10 and exclusion data p25</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Measuring impact</b>	<ul style="list-style-type: none"> <li>• Review measures to ensure they are clear and specific and that there are clear achievable timescales.</li> <li>• Check there is clarity @ accountability</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>LA Services</b>	<ul style="list-style-type: none"> <li>• Clarity @ Early Help actions – check particularly in priority 2</li> <li>• Clarity in actions @ monitoring of exclusions and equity</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Approaches not clearly included</b>	<ul style="list-style-type: none"> <li>• Need for trauma informed practice to be included/ referenced</li> <li>• Check there's reference to intersectionality and meaning is clear</li> <li>• Check clarity of reference to preparation for adulthood</li> <li>• Consider reference to actions to prevent educational racism, adultification bias, whistleblowing process</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Concerns</b>	<ul style="list-style-type: none"> <li>• Needs funding and resourcing and access to services who support inclusion</li> <li>• Need to bring in post 16 asap</li> <li>• Is it clear children have a right to be successfully included/educated in their local m/s school?</li> <li>• Does the plan address mental health issues enough?</li> <li>• Concern @ support for children in reception from specialists</li> <li>• Equity of access to services that schools buy in/ traded services</li> <li>• How is inclusivity and equality to be taught in schools? How do we ensure school policies and environments aren't only reflective of one dominant culture?</li> <li>• Need for a supportive process</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>