

The New School Butterstone School Care Accommodation Service

Butterstone
Dunkeld
PH8 0HJ

Telephone: 01350 724216

Type of inspection: Unannounced
Inspection completed on: 10 May 2018

Service provided by:
The New School Butterstone

Service provider number:
SP2003002132

Care service number:
CS2003009784

About the service

This service registered with the Care Inspectorate on 1 April 2011. The Care Inspectorate regulates the residential aspect of the school considering the care of the pupils who are boarders.

The New School Butterstone is an independent residential special school situated close to Dunkeld in Perthshire. It is an independent residential and day school aimed at those young people, aged 11-19, who find mainstream education difficult to access. It provides care for up to 39 boarders, the main school building accommodating a maximum of 27 children, the Lodge a maximum of 8 children and Culbrae House a maximum of 4 children.

The provider of the service is a board of governors who direct and support the school, delegating the day to day running of the school to the school's senior management team. The head of school, the head of care, who is the current registered manager, three full time senior residential care workers, one part time senior residential care worker and the business manager, make up the school's senior management team.

The school is registered to provide a school care accommodation service to a maximum of 39 children at any one time.

The school includes in its aims:

- To sustain a calm, caring and purposeful learning community with a strong focus on mutual respect and teamwork across the whole school.
- Deconstruct barriers to enable young people's optimal inclusion, learning and development.
- Support young people to build lasting friendships, increase self-confidence and resilience.
- Deliver a broad relevant, challenging and coherent curriculum that is tailored to meet individual students' needs and aspirations.
- Be skilled in delivering appropriate learning experiences to ensure all students realise their academic potential.
- Promote equalities throughout the school in order for all young people to be able to express their individuality, and be supported to maximise life chances.
- Be a school with expertise in supporting children and young people with Autism Spectrum Conditions.
- Ensure participation and inclusion across the whole school.

What people told us

During the inspection we spoke with pupils at the school. They told us that they felt safe at The New School Butterstone and in the main they were happy. They told us about some very positive things that had happened for them such as learning to play musical instruments and having many opportunities to extend their horizons. They told us they liked the staff and got on well with most of them.

We spoke to parents who told us they were very happy with the school. They said their children were very well supported at the school and staff "know them well" and they were very settled and safe in school. Some parents told us about the huge positive difference the school had made to their child's life and how pupils were treated appropriately like adults and had more confidence. Parents told us that communication with the school was good and said they had good relationships with the care team. Parents told us that they feel the service works in partnership with them to provide consistency between home and school. They said the staff at the school are "really, really high skilled staff". A satisfaction survey had made parents feel their views were worthwhile and listened to. Parents asked that more activities take place in the winter as children may get a bit bored.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed their own improvement plans and quality assurance systems which identified their priorities for development and how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	3 - Adequate
Quality of environment	4 - Good
Quality of staffing	4 - Good
Quality of management and leadership	3 - Adequate

Quality of care and support

Findings from the inspection

We made a requirement on 25 January 2018. We said that the service provider must ensure all service users are supported appropriately when their placement ends. Plans must be agreed and recorded to deliver the best possible ending. As a result of this the school developed a 'Policy for endings' and a leaving plan which detailed specifics about who should carry out tasks to ensure sensitive endings to placements.

At the last inspection we made a recommendation. We said that managers should work with staff to ensure a consistent approach to planning across all care plans. We have addressed this further within this report.

We found some very good outcomes for resident pupils at The New School Butterstone and pupils told us they felt safe.

Pupils experienced secure, trusting relationships with most staff and enjoyed caring interactions and engagement. We saw that in the main staff were sensitive and considerate towards pupils and were respectful of them.

We saw some staff helping pupils to manage their relationships, giving them direction and support.

Physical well being was well promoted through the use of a gym and the extensive campus where pupils enjoyed active, stimulating activities.

The food provided at the school was high quality, nutritious and attractively presented. Meal times provided a social opportunity where pupils could be part of the larger group or eat in a more private situation depending on their needs and wishes.

We could not identify a system for ongoing advocacy for pupils. However, we saw that they were encouraged and confident in expressing their views and opinions.

During the inspection we found significant gaps in safeguarding processes and some gaps in care planning processes that impacted on the grade given in relation to care and support.

We found a number of deficiencies in protection practices during the inspection. Whilst the service had a child protection policy, this did not wholly take account of national guidance. At the time of the inspection the service was consulting with other agencies to update their child protection policy and procedures.

The safeguarding records kept by the service did not clearly identify key information about the concerns or the subsequent assessment and decision-making process by managers. Some records were incomplete and did not detail the eventual outcome. It was therefore not possible to see if thorough assessments had been made of the concern and whether appropriate action had been taken.

Staff had participated in child protection training and the staff we spoke with demonstrated understanding of safeguarding children and knew what to do if they had any concerns. However, reporting and recording of safeguarding issues needed to be further developed to ensure that processes are of a good enough standard to support quality protection practices. At the time of the inspection the service was working on a process to enable improved reporting of protection matters and we stressed that this needed to be put in place as soon as possible. The service also needed to develop an adult protection policy and provide adult protection training for staff so that they fully understand their roles and responsibilities. We have made a requirement about safeguarding. **(see Requirement 1)**

All of the pupils had personal plans and risk assessments which were linked to national guidance. Parents, pupils and staff gave us examples of some very good outcomes and we saw some clear strategies, particularly in relation to risk assessment. However, whilst the daily culture, ethos and practice of the school met most needs, identified needs over and above this needed to be more clearly evidenced in the care plans for all residential pupils. For example, these could better reflect the work managers told us staff were doing to support pupils' emotional wellbeing in areas such as reducing stress and anxiety and building self-esteem. The service was in the early stages of developing a baseline assessment for pupils and, when embedded, this would go some way to addressing this. The service had some processes in place for evaluating progress, however this was not consistent across individual pupils' plans. We found limited evidence of involvement with parents and pupils in the development of plans and there were significant gaps to evidence statutory obligations, such as reviews, across all pupils. We have made a requirement about this. **(see Requirement 2)**

The school used external health services such as Children and Adolescent Mental Health Services (CAHMS) and had secured the services of an independent psychologist to provide consultation to staff regarding specific pupils. The school had also adopted the use of communication passports so that key information could be passed on easily.

On the whole medication was managed satisfactorily. Whilst we did not find negative outcomes in administering medication, we identified areas where processes could be improved. During feedback the management team committed to carrying this forward. We have made a recommendation about this. **(see Recommendation 1)**

Requirements

Number of requirements: 2

1. Young people should experience high quality support and protection through effective protection practices.

In order to achieve this, the provider must:

- Review the child protection policy to ensure it takes account of national guidance.

- Review protection processes and recording systems and be satisfied that robust processes are in place to report protection concerns, leading to the identification of key information which then informs recorded decision making and eventual outcomes.
- Develop an effective adult protection policy.
- Provide adult protection training for staff and ensure that staff are clear about the circumstances in which an adult protection concern should be raised and their role and responsibilities.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, SSI 2011/210 Regulation 4(1)(a). Children's welfare - a regulation to ensure proper provision for the health, welfare and safety of children and Regulation 15 (a) Staffing - a regulation to ensure staff receive training for the work they are to perform and that they are competent to provide.

Timescale: By 20 August 2018

2. Young people should experience high quality care, support and protection through effective care planning that addresses their individual needs.

In order to achieve this, the provider must:

- Ensure that all care plans include all identified needs and how these will be met.
- Ensure that systems are in place to evaluate progress for all young people and that this results in next steps or changes to strategy.
- Ensure that, whenever possible, parents, carers and young people are involved in care planning.
- Ensure that all documentation evidencing statutory obligations, such as reviews, is available in respect of all pupils.

This is in order to comply with: The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, SSI 2011/210, Regulation 5(1) Personal Plans - a regulation to ensure that each service user has a written plan which sets out how the service user's health, welfare and safety needs are to be met.

Timescales: By 20 August 2018

Recommendations

Number of recommendations: 1

1. The provider should ensure that administration of medication meets current best practice guidelines.

Specifically:

- Recorded instructions and dosage must reflect the pharmacy label.
- A record should be made of when a parent last gave the child medication.
- A copy of the prescription should be kept.
- Proper attention is paid to the disposal of all medication.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards 1.24 which state that any treatment or intervention I experience is safe and effective. (HSCS 1.24)

Grade: 3 - adequate

Quality of environment

Findings from the inspection

Pupils benefited from a welcoming environment in beautiful countryside surroundings. The outdoors environment was used effectively to provide children with holistic experience.

Pupils were accommodated in two residencies, both of which were well presented and pleasant environments providing a high level of comfort. There had been significant investment in upgrading the residencies. This had resulted in greater privacy for pupils, most having single bedrooms with ensuite facilities. The bedrooms had been tastefully redecorated whilst retaining attractive original features of the house. Bedrooms were personalised to the pupils' own tastes and reflected their interests. Pupils' art work and photographs further personalised the environment and boosted self esteem.

An appropriate mix of private and communal spaces allowed pupils to meet together in groups or have time on their own.

All pupils could secure their bedrooms in order to keep their possessions safe.

Pupils had access to snacks and hot and cold drinks throughout the day and evening.

The very attractive fitness suite was well planned and inviting which encouraged pupils to make full use of the equipment and enjoy the activities on offer.

Infection control was well managed with suitable processes in place to minimise contamination.

The school had good internet software systems in place to protect pupils. They were considering how to further reinforce this through guidance on the use of personal and peripheral equipment. Risk assessments for use of ICT were generic and needed to be more individualised. (**see Recommendation 1**)

The service had a dedicated maintenance team supplemented by some external services for managing the garden area and play equipment checks. They were in the process of updating health and safety policies, having secured the services of an independent consultant. A health and safety meeting took place termly to identify any required actions. However, there was no documentation to evidence maintenance checks, action plans and the completion of actions. Whilst systems and records provided reassurance in relation to the safety of vehicle checks, driver authorisation, bedroom checks and some water checks, other planning and monitoring of maintenance and environment issues was limited. Whilst we saw risk assessments for specific activities, there was no record of risk assessments for premises. We have made a recommendation about this. (**see Recommendation 2**)

The service had a sensible approach to security. There was a clear expectation in terms of signing in and staff and pupils were conscious of visitors on the premises and checking out their purpose.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 2

1. The provider should ensure that each young person has an individualised information technology risk assessment.

This is in order to ensure care and support is consistent with the Health and Social Care Standards which state that, if I experience 24 hour care, I am connected, including access to a telephone, radio, TV and the internet. (HSCS 5.10)

and

I am helped to understand the impact and consequences of risky and unsafe behaviour and decisions. (HSCS 2.25)

2. The provider should ensure that recording of premises risk assessments, maintenance, health and safety and action plans are systematic and regularly overviewed and audited by managers.

This is in order to ensure care and support is consistent with the Health and Social Care Standards which state that, my environment is safe and secure (HSCS 5.17)

and

I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment. (HSCS 5.22)

Grade: 4 - good

Quality of staffing

Findings from the inspection

Most of the staff were committed to a compassionate and respectful approach with pupils. Parents and carers told us they felt staff were highly skilled and their children connected with them. Pupils told us they like the staff and had good relationships. The staff spoke positively about the pupils and were kind and caring. They were very attuned to the pupils, showing sensitivity and understanding and were usually able to support and engage with them in communication.

Most of the staff were positive and committed and clearly enjoyed their work with the pupils. There have been some staff changes however this has had minimal impact on the pupils.

Staff knew the pupils as individuals, showing understanding of personalities and preferences. They knew their triggers and used strategies to help pupils manage. Pupils told us that they particularly liked the fact that they were treated as adults.

Staff told us they felt supported by each other and their managers. Staff meetings offered opportunities to discuss practice, however there were lengthy periods between meetings. We suggested that managers consider how to increase the frequency of staff meetings

Staff who needed to be were registered with the Scottish Social Services Council (SSSC).

The staff training record identified that most staff had completed child protection training. When we spoke with staff they told us this had been helpful and they were more confident about their role in protecting children. Staff now need to undertake adult protection training to ensure confidence in this area.

Core training such as crisis and aggression limitation and management (CALM), fire training and child protection were in place. However, there were no identified timescales for when staff were expected to complete some of these. The training spreadsheet did not provide confidence that all staff had completed all of the appropriate training relevant to the needs of the pupils. The management team had identified the need to carry out a training needs analysis and were committed to carrying this forward. We have made a recommendation about this. (**see Recommendation 1**)

A safe recruitment and selection policy was in place and in the main this was followed, making safe recruitment practice effective. There were a few circumstances where we saw gaps in recruitment information and organisation of files. We spoke with the person who was in charge of this and we were confident that they could make these improvements quickly.

At the last inspection we made a recommendation. We said that managers should review the supervision policy to make the frequency more achievable and improve the recording and quality of staff supervision sessions. At this inspection we found that staff received regular supervision which they told us was helpful and supportive. We saw evidence that staff were encouraged to be reflective about their work with pupils. An effective process was in place for recording supervision and ensuring regularity.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The provider should carry out a training needs analysis to identify training needs for staff as a staff group and individuals. They should develop a training plan and identify how this will be implemented and monitored to identify gaps in learning.

This is in order to ensure care and support is consistent with the Health and Social Care Standards which state that, I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes. (HSCS 3.14)

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The school had systems in place to support staff welfare. There was an ongoing commitment from the school and the board of governors to support staff. Having come through a prolonged period of traumatic events which had resulted in negative impact on staff morale and well being, we felt that as a result of this support, morale had begun to improve.

The management team had a high profile throughout school life, and pupils and staff found them very approachable. They were committed to positive change and were motivated to ensure that the pupils reached their potential. We established that the management team had a clear vision for the future of the service; however the steps to achievement were in the early stages.

At the last inspection we made a recommendation. We said that managers should develop a more structured and systematic approach to quality assurance with clearly defined roles and responsibilities, and details of how aspects of the service will be evaluated and improved. At this inspection we found that the management team led by example and were clearly committed to the success of pupils. However, throughout the inspection we found significant gaps in recording, audit and quality assurance systems and whilst we appreciated that certain individuals held that knowledge and overview we stressed the importance of a systematic methodical approach so that records were easily accessible to managers and governors. In order to drive forward improvement and change there needs to be a more structured approach within an established development plan with action points, timescales and effective measurement processes. The requirements and recommendations we have made within quality themes care and support, environment and staffing are all reflective of the improvements needing to be made within management and leadership. During feedback the management team provided reassurance that they were in consultation regarding a management information system to support quality assurance.

Whilst incident records were in place, they were not always consistent and there was no evidence of analysis of incidents at a service level. A more rigorous approach to the information used to inform incident analysis both at individual incident level and management overview could help to identify trends and identify strategies to reduce incidents. We have made a recommendation about this. (**see Recommendation 1**)

We saw that the board met regularly and the head of school reports to the board on various aspects of service performance and delivery, ensuring that the board can have oversight of some key processes. We have directed managers to relevant Scottish Government Guidance on external management overview and at future inspections would expect to see how the board are more involved in the overview of the residencies.

We saw that staff disciplinary issues were managed effectively, however these had not been notified to the Care Inspectorate or SSSC in line with reporting expectations. We stressed the need for the manager to be more aware of reporting procedures and follow these through. At the time of feedback this had been carried forward. We will continue to monitor this through the regulatory process. We have made a requirement about this. (**see Requirement 1**)

The requirements and recommendations we have made within quality themes care and support, environment and staffing are all reflective of the improvements needing to be made within management and leadership.

Requirements

Number of requirements: 1

1. Young people should experience quality care, support and protection through effective management and leadership practices.

In order to achieve this, the provider must:

Ensure that the Care Inspectorate and Scottish Social Services Council are notified about staff disciplinary matters and the action being taken

This is in order to comply with:

The Regulation of Care (Requirements as to Care Services) (Scotland) Regulations 2002 (SSI 2002/114) Regulation 21(2)(d) A regulation which requires a provider to give notice to the Care Inspectorate of any allegation of misconduct by the provider or any person who is employed in the care service.

Timescales: On publication of this report

Recommendations

Number of recommendations: 1

1. The provider should review the incident process to ensure consistency in recording of incidents and develop a more rigorous approach to analysis of incidents in order to identify trends and develop strategies to reduce incidents.

This is in order to ensure that care and support is consistent with the Health and Social Care Standards which state that, as a young person I benefit from a culture of continuous improvement with the organisation having robust and transparent quality assurance processes. (HSCS 4.19)

Grade: 3 - adequate

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

Requirement 1

The service provider must ensure all service users are supported appropriately when their placement ends. Plans must be agreed and recorded to deliver the best possible ending.

This is to comply with The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011/210 Regulation 4 and takes into account National Care Standards, School Care Accommodation Services: Standard 10 (4), Standard 12(14) and Standard 16 (1)& (7).

This requirement was made on 25 January 2018.

Action taken on previous requirement

The school developed a 'policy for endings' and a leaving plan which detailed specifics about who should carry out tasks to ensure sensitive endings to placements.

Met - within timescales

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

Managers should work with staff to ensure a consistent approach to planning across all care plans.

National Care Standards, School Care Accommodation Services: Standard 6 - Support arrangements.

This recommendation was made on 30 August 2017.

Action taken on previous recommendation

We found that there continued to be gaps in care planning and have made a requirement about this.

See - Care and Support - Requirement 2

Recommendation 2

Managers should review the supervision policy to make frequency more achievable and improve the recoding and quality of staff supervision sessions.

National Care Standards, School Care Accommodation Services: Standard 7 - Management and staffing.

This recommendation was made on 30 August 2017.

Action taken on previous recommendation

At this inspection we found that staff received regular supervision which they told us was helpful and supportive. An effective process was in place for recording supervision and ensuring regularity.

Recommendation 3

Managers should develop a more structured and systematic approach to quality assurance with clearly defined roles and responsibilities, and details of how aspects of the service will be evaluated and improved.

National Care Standards, School Care Accommodation Services: Standard 7 - Management and staffing.

This recommendation was made on 30 August 2017.

Action taken on previous recommendation

Throughout this inspection we found significant gaps in recording, audit and quality assurance systems. We have made requirements and recommendations at this inspection about improvement of audit and management overview.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings								
6 Jul 2017	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>5 - Very good</td> </tr> </table>	Care and support	5 - Very good	Environment	4 - Good	Staffing	5 - Very good	Management and leadership	5 - Very good
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Environment	4 - Good									
Staffing	5 - Very good									
Management and leadership	5 - Very good									
27 Sep 2016	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very good</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very good</td> </tr> <tr> <td>Management and leadership</td> <td>4 - Good</td> </tr> </table>	Care and support	5 - Very good	Environment	4 - Good	Staffing	5 - Very good	Management and leadership	4 - Good
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Environment	4 - Good									
Staffing	5 - Very good									
Management and leadership	4 - Good									
4 Aug 2015	Unannounced	<table> <tr> <td>Care and support</td> <td>3 - Adequate</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>3 - Adequate</td> </tr> <tr> <td>Management and leadership</td> <td>3 - Adequate</td> </tr> </table>	Care and support	3 - Adequate	Environment	4 - Good	Staffing	3 - Adequate	Management and leadership	3 - Adequate
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13 Feb 2015	Unannounced	<table> <tr> <td>Care and support</td> <td>3 - Adequate</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>3 - Adequate</td> </tr> <tr> <td>Management and leadership</td> <td>3 - Adequate</td> </tr> </table>	Care and support	3 - Adequate	Environment	4 - Good	Staffing	3 - Adequate	Management and leadership	3 - Adequate
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5 Aug 2014	Unannounced	<table> <tr> <td>Care and support</td> <td>3 - Adequate</td> </tr> <tr> <td>Environment</td> <td>4 - Good</td> </tr> <tr> <td>Staffing</td> <td>3 - Adequate</td> </tr> <tr> <td>Management and leadership</td> <td>3 - Adequate</td> </tr> </table>	Care and support	3 - Adequate	Environment	4 - Good	Staffing	3 - Adequate	Management and leadership	3 - Adequate
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Environment	4 - Good									
Staffing	3 - Adequate									
Management and leadership	3 - Adequate									

Date	Type	Gradings	
19 Mar 2014	Unannounced	Care and support Environment Staffing Management and leadership	2 - Weak 3 - Adequate 2 - Weak 2 - Weak
1 Aug 2013	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 5 - Very good 4 - Good
17 Dec 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good
28 Feb 2013	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 4 - Good 5 - Very good 4 - Good
13 Nov 2012	Re-grade	Care and support Environment Staffing Management and leadership	Not assessed Not assessed Not assessed 2 - Weak
24 Jan 2012	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 4 - Good
30 Jun 2011	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed Not assessed 4 - Good
25 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed Not assessed

Date	Type	Gradings	
12 Mar 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good Not assessed 4 - Good Not assessed
25 Sep 2009	Announced	Care and support Environment Staffing Management and leadership	4 - Good 5 - Very good 4 - Good 4 - Good
27 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed 5 - Very good Not assessed
23 Oct 2008	Announced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 5 - Very good 4 - Good

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