

# Care service inspection report

Full inspection

## Strathallan School School Care Accommodation Service

Forgandenny  
Perth



HAPPY TO TRANSLATE

Service provided by: Strathallan School

Service provider number: SP2006008030

Care service number: CS2006114915

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

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## Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

### What the service does well

The service provides a welcoming, safe environment for boarding pupils.

Staff provide positive, caring support for pupils across all the boarding houses.

### What the service could do better

Some parts of the boarding environment are in need of updating and this is included in the school development plan.

### What the service has done since the last inspection

Since the last inspection, some areas of the boarding environment have been refurbished and upgraded.

Staff have continued to attend relevant training including events linked to GIRFEC (Getting It Right For Every Child).

Facilities for activities and participation in sports have continued to be developed across the school campus.

## Conclusion

Strathallan provides an environment which boarding pupils appreciate and enjoy.

Staff are aware of the needs of individual pupils and are able to put plans in place to meet them.

Pupils feel safe and happy at Strathallan.

# 1 About the service we inspected

Strathallan School is an independent co-educational school providing education for young people aged between 9 and 18 years. It serves a wide geographical area, and young people come from across the world and board during term time. The school is set in its own extensive grounds in a rural setting in Perthshire. The school has a wide range of facilities to ensure that it meets boarders' academic, sporting and health and wellbeing development needs.

The school's conditions of registration state -

1) To provide a school care accommodation service to a maximum of 482 pupils.

- Riley will provide accommodation to a maximum of 48 boarding pupils.
- Thornbank will provide accommodation to a maximum of 60 boarding pupils.
- Woodland will provide accommodation to a maximum of 60 boarding pupils.
- Freeland will provide accommodation to a maximum of 61 boarding pupils.
- Ruthven will provide accommodation to a maximum of 62 boarding pupils.
- Nicol will provide accommodation to a maximum of 63 boarding pupils.
- Simpson will provide accommodation to a maximum of 68 boarding pupils.
- Glenbrae will provide accommodation to a maximum of 60 boarding pupils.

2) To comply with the current staffing schedules attached, dated 31 August 2006, which must be displayed together with the certificate.

3) The school care accommodation service will be provided during the school terms.

The school's website includes the following:

"The stated aim of our Founder, Harry Riley, in 1913 was that the school should offer such a variety of academic work, sports and activities that there is an opportunity for everyone to excel at something, and thus gain in experience and confidence to develop their talents to their own advantage and to the service of others.

The foresight of our Founder is evident today and his vision is echoed in our main aim: At Strathallan we aim to provide an outstanding education, academic, social and extra curricular, which give opportunities for all pupils to excel, thus developing their ability to benefit themselves and others."

## Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

## Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of care and support - Grade 5 - Very Good**

**Quality of environment - Grade 5 - Very Good**

**Quality of staffing - Grade 5 - Very Good**

**Quality of management and leadership - Grade 5 - Very Good**

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

We wrote this report after an unannounced inspection. The visit took place on 9, 10 and 11 February, 2016. We provided feedback after the inspection on 11 February. The inspection was carried out by two inspectors from the Care Inspectorate.

We conducted a tour of the premises and observed staff working with pupils. During the inspection, we chatted informally to staff and pupils in all boarding houses. We also spoke formally to some of the boarding staff.

We also spoke to:

- the catering manager
- the bursar
- staff at the health centre.

We gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents, including:

- certificates of registration
- the service's self assessment and annual return
- accident and incident reports
- pupil records and associated documents
- complaints records
- minutes of meetings
- quality reviews
- questionnaires used by the service to gather feedback.

## Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

## Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

## Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firescotland.gov.uk](http://www.firescotland.gov.uk)

## The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The self assessment was fully completed and noted the service's strengths while identifying potential areas for improvement.

## Taking the views of people using the care service into account

We met with representative groups of pupils in each of the boarding houses and had discussions with them about their experience of boarding at Strathallan. We had our conversations with two or three pupils at a time to allow them to be as open and honest about their experience as they wished.

Generally, comments were consistently positive about day-to-day life in the boarding houses. We routinely heard that matrons were very caring and that pupils felt very comfortable talking to them about a wide range of issues. We also heard that pupils could easily access assistance if they felt unwell or distressed at any time, day or night. Pupils were very positive about the living environment. They generally felt it was comfortable and there was enough space and privacy to suit their needs and preferences.

In some of the houses there were comments that some areas needed to be 'freshened up' and 'updated.' These comments tended to be about houses which had not yet been recently refurbished or were due for some redecoration. Some of the senior boys felt that senior girls had more freedom and that their house rules were more relaxed than theirs.

House staff were well-regarded by pupils who felt they could discuss a range of issues with them at any time. Staff in houses had an 'open door' way of operating and welcomed interaction with pupils at any time.

Overall, pupils impressed as being relaxed, safe and comfortable across the boarding houses.

### **Taking carers' views into account**

We looked at parental surveys across the boarding service and took comments into account in compiling the content of this report.

### 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

#### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

##### Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

##### Service strengths

This statement was examined as the participation of children and young people in their care and support is very important to achieving good outcomes for them. In 2015-16, all services are being inspected against this statement.

We have graded this Quality Statement as 5 - Very Good. We saw that there was a range of methods of involving pupils and their families in assessing and commenting on the ways in which care was provided. Each boarding house had a house council which gathered the views of individual pupils and reviewed the running of the individual houses. These council meetings allowed pupils to have a clear input into the day-to-day running of their house.

Weekly forums were also held to provide opportunities for issues to be raised. There were also opportunities for pupils to comment on the physical environment of the individual boarding houses through other formal groups. Pupils were also consulted on the performance of staff members and their views were sought of potential candidates as part of the school's staff recruitment processes.

Across the whole school there were a number of forums, committees and councils which looked at different parts of the school's operation and enabled the views of pupils to be used to influence change, improvement and development. These gatherings included a food committee, an IT user group, a uniform committee, prefects meetings, a charity committee and a games committee.

Feedback from pupils was also gathered through the use of surveys and questionnaires. Pupils also undertook a self review each term to look at their achievements, progress and any needs they may have.

The 'Pastoral and Health Visit' to boarding houses was another opportunity for young people to comment directly to members of the board of governors on the quality of care and support and the 'agreed actions' outlined the ideas to be taken forward. We heard of a number of these issues being further discussed and resolved where appropriate.

There were formal opportunities for parents to express their views of the school's care and support for boarding pupils and boarding life in general. Termly and annual systems were in place for parents to comment on their child's progress generally and in a detailed format if necessary. Parents were encouraged to contact school staff at any time to discuss any issues which were affecting pupils or which might have an influence on the lives of individual pupils. We heard from staff that parents were regularly in contact through emails and phone calls to ensure the school was informed of any concerns or if there were any matters relevant to the wellbeing of their children. Online parent surveys had also been used to gather feedback.

As well as the formal systems in place to promote pupil and parent participation, we found that there was an underpinning ethos of very positive relationships between boarding staff, pupils and their parents. Pupils told us that they could have confidential conversations with staff if they wished and that they had adults they would be able to confide in if they were upset or concerned about anything.

## Areas for improvement

While there was a wide range of formal opportunities for pupils to comment on their day-to-day life in Strathallan, we found that some pupils we spoke with were more content to use informal conversations with house staff as a means of raising issues.

While this clearly worked well and to their satisfaction, it relied on staff making notes of these conversations if they wished to have a record of them.

While the school already used some online surveys, it could consider the ways it might further use electronic surveys which were brief and focussed to encourage pupils to express ideas.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

### Service strengths

We chose to look at this quality statement because we wanted to find out about young people's experiences in relation to education, training, work, personal interests and achievements.

The school was operating to an excellent standard in relation to this statement.

Pupils had their own tutor who took an overview of their progress and development. This meant that each pupil had regular opportunities to examine their options in relation to different aspects of their development, education and care. We heard from pupils that their meetings with tutors were used thoughtfully and in consideration of their personal preferences, aims and aspirations. Pupils also described positive relationships with the staff involved in this role which encouraged and enabled discussions to be open and honest.

The school had a personal and social education (PSE) curriculum which was evident across school life. This supported pupils in areas such as self-esteem and personal development. In addition, information was available to pupils based on age and stage of development in relation to health care and keeping safe and well.

The school was developing a care planning system based on Getting It Right For Every Child (GIRFEC). GIRFEC is a Scottish Government Policy that sets out what agencies and practitioners need to do to come together and work with children, young people and their carers/families. Within the GIRFEC model are wellbeing indicators called SHANARRI (Safe, Healthy, Active, Nurtured, Accepted, Respected, Responsible, Included). The care plans being developed by the school gave specific guidance to staff about how they would help young people to achieve their goals in relation to the SHANARRI indicators.

They were also clearly linked to the documentation used by external agencies who could be involved in providing care and support for pupils with assessed needs.

The school had a health centre which ensured that pupils day-to-day medical needs were properly attended to. They provided a drop in service for pupils to discuss and any worries or health issues as well as GP appointments. The health centre staff were knowledgeable about current medical practice, medication administration and where to refer pupils needing specialist services. We saw that there were clear links with a range of local medical agencies should their involvement be needed.

Pupils and staff we spoke with described a very extensive range of activities, sports and interests which could be accessed by pupils at age appropriate levels on the campus and in the wider community. We heard about different sporting achievements and at the time of our inspection the whole school was celebrating the international rugby debut of a recent ex-pupil. Boarding houses provided different opportunities for pupils depending on their interests and ambitions. Across the boarding environment staff encouraged pupils to make choices and were keen to further this process by sharing knowledge and information or directing pupils to other staff who could provide it.

### Areas for improvement

We did not identify specific areas for improvement in relation to this Quality Statement.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of the environment within the service."

#### Service strengths

The strengths noted in Quality Theme 1, Statement 1 also apply to this Quality Statement.

We heard a lot of comment from pupils about their accommodation within the boarding houses and this emphasised their opportunities to discuss any issues with house staff at any time. Systems were in place for both formal and informal participation in providing feedback about the boarding environment. Many of the pupils we spoke with preferred the informal option as they felt they had good opportunities to have relaxed conversations with house staff.

#### Areas for improvement

We did not identify specific areas of improvement for this Quality Statement.

#### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

#### Service strengths

This statement was chosen after an examination of the self-evaluation returned to the Care Inspectorate, the previous inspection report and any notifications and complaints we received.

We heard from pupils that their placement within the senior houses when moving up from the junior one was based on keeping friendships intact and pupils identifying who they wished to share with. This was very popular in the boarding houses and confirmed that pupil needs were paramount.

The overall ethos of the boarding accommodation at Strathallan was to provide each pupil with a comfortable, safe place to stay which would meet their needs and preferences. As previously noted, pupils' views were listened to and we heard from them that they had been asked about any changes to their boarding house and its communal facilities. Replacement furniture and fittings in communal areas and changes to decor of shared space was always subject to discussion within the boarding house and pupils told us that their views were taken seriously.

Almost all senior pupils had their own room and younger pupils shared rooms which had sufficient space and storage space to ensure that they were comfortable. Pupils were encouraged to personalise their rooms to suit their own taste and preferences. This also allowed them to adjust the space to suit their study patterns and needs.

Within the boarding houses, pupils had access to kitchens for snacks and hot drinks. Different houses had their own style of facilities with some using the kitchens or 'brew rooms' as a social space while in others they were purely functional.

The school campus provided a wide range of sporting opportunities and facilities which pupils could use. The use of different sporting and training facilities was overseen by staff who were aware of pupils' aspirations and plans. The campus also provided access to a large number of hobby and interest based activities including art and drama. Pupils could develop interests and skills to a very high standard and were seen to be supported to do so by specialist staff who shared the pupils' enthusiasm.

As previously noted, the school had its own health centre with trained and qualified staff who had links with local health agencies. This meant that most pupil health needs could be met on site.

### Areas for improvement

Across the campus, there was a range of standard of accommodation. In some houses there was a need for redecoration and the updating of fixtures and fittings. Some of the houses had been refurbished and a plan was in place to carry this forward so that all houses were developed and improved as needed.

The sharing of ideas across the houses is achieved through the weekly Pastoral Care Committee Meeting and termly Pastoral Care Committee Strategic Meeting in addition to the informal sharing of ideas and best practice.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of staffing in the service."

### Service strengths

The strengths noted in Quality Theme 1, Statement 1, also apply to this Quality Statement.

Within the boarding houses there was a welcoming atmosphere, which led to pupils saying they felt relaxed about approaching staff to discuss any issues which affected them. We saw groups of pupils in discussions with matrons, house staff and tutors in different parts of the houses and in ways which emphasised how approachable staff were for pupils of all ages.

### Areas for improvement

The service should consider how children and young people can be routinely involved in the appraisal of boarding staff.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

### Statement 3

“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

#### Service strengths

This statement was chosen after an examination of the self-evaluation returned to the Care Inspectorate, the previous inspection report and any notifications and complaints we received.

We spoke with a range of staff from boarding houses across the school as well as the depute head pastoral, health centre staff, catering staff and domestic staff. We also took account of the school's self-assessment form and the content of our discussions with pupils.

Staff were able to clearly describe their roles and responsibilities and how these were linked to the school's ethos. They were familiar with the National Care Standards and most confirmed that they had been consulted as part of the compilation of the school's self assessment. In individual interviews, staff impressed as being knowledgeable about the pupils in their care and how their needs should be met. They were able to give examples of how specific individuals had progressed as well as describing ways in which they had been able to use the services of the school's support services if needed. We saw evidence in boarding houses of house staff seeking the support of the health centre for pupils with health concerns including mental health issues.

There was a range of training opportunities available to staff, dependent on their role and professional background. Staff and managers were aware of the registration requirements for staff in mainstream school care accommodation services with the Scottish Social Services Council (SSSC). Training links had been established for those who would require to achieve certain qualifications prior to full registration. Almost all staff had already completed required training and others already held necessary qualifications.

A training plan was in place to ensure that all current staff would meet the training requirements for SSSC registration as required. Staff had access to training linked to GIRFEC and the SHANARRI wellbeing indicators. The Child Protection policy was known to staff, who demonstrated an awareness of actions to take if they were concerned about the wellbeing of pupils.

A range of staff meetings took place to ensure that communication across the whole school community was effective. We saw minutes of meetings where a range of issues were discussed including access to mental health support for pupils as well as routine day-to-day maintenance and budget issues for the boarding houses. Matrons consulted during the inspection valued these meetings as an opportunity to share practice and keep their knowledge up-to-date. Staff from the health centre contributed to these meetings as well as taking an active role in providing information for groups of pupils in the boarding houses.

We saw staff who were enthusiastic and motivated in their work. They met together regularly to talk about plans for the boarding houses and explore ideas which helped them to keep up-to-date with current practice themes. The staff were observed to be caring and considerate and committed to working with the children. In discussion the staff said that they felt supported by each other. They told us that they felt they worked well together as a team and we saw that the pupils benefited from consistent messages from across the staff team.

### Areas for improvement

Plans were in place to update the systems in the school for gathering, storing and sharing information. This is important with the introduction of the named person system and the ways in which information will require to be distributed and used. We will assess the effectiveness of any new systems at future inspections.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 1

“We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.”

### Service strengths

The strengths noted in Quality Theme 1, Statement 1, also apply to this Quality Statement.

As previously noted, there were a range of systems in place to gather the views of pupils and parents along with other stakeholders. The school's management team had taken the feedback into account in the production of the school development plan.

### Areas for improvement

Managers should continue to identify ways of effectively gathering feedback from those who contribute to the overall care of pupils.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 2

“We involve our workforce in determining the direction and future objectives of the service.”

### Service strengths

This statement was chosen after an examination of the self-evaluation returned to the Care Inspectorate, the previous inspection report and any notifications and complaints we received.

The school had a range of corporate reporting systems in place which monitored different aspects of the performance of the service. Regular audits were produced by members of the school management team, related to their area of responsibility. Human resources issues were dealt with by the relevant department within the provider's organisation and matters pertaining to employment conditions for staff were dealt with by staff from there. This meant that there were a range of systems in place to ensure that necessary resources were properly used to provide care for pupils and the recruitment, management and training of staff was being properly and professionally carried out.

Staff worked in house teams across the boarding environment. From interviews with staff and observations of interaction in the boarding houses, it was apparent that the sense of teamwork was effective and provided a good level of consistency in individual houses. We saw that each of the boarding houses had its own style, ethos and character to a certain extent but that there was an overall understanding and acceptance of the school's aims and objectives.

Meetings were held which gave staff opportunities to share skills, experience and training. They also enabled knowledge about individual pupils to be shared across different staff groups to ensure needs were identified, assessed and plans to meet them were put in place.

We spoke with staff with different roles across the boarding houses. They consistently told us that they felt that they were part of the team and that their efforts and input were valued by other staff, pupils and the school's management team.

Pupils we spoke to across the boarding environment were positive in their comments about the staff who cared for them and supported them. They consistently confirmed that they had clear, easy access to adults who they trusted and who they could depend on to link them to support services where this was needed. This suggested that there was an awareness of the overall team approach towards keeping pupils safe and protected at Strathallan.

Within their self assessment the school noted the following area for improvement:

'Consider additional methods of acquiring feedback on the culture of leadership and management in the school. We will aim to undertake an independent, phone based survey of a sample of current parents in the coming year.'

We would support this action and regard its intention as a positive development.

### **Areas for improvement**

We did not identify specific areas for improvement for this Quality Statement.

### **Grade**

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## 4 What the service has done to meet any requirements we made at our last inspection

### Previous requirements

There are no outstanding requirements.

## 5 What the service has done to meet any recommendations we made at our last inspection

### Previous recommendations

There are no outstanding recommendations.

## 6 Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

## 7 Enforcements

We have taken no enforcement action against this care service since the last inspection.

## 8 Additional Information

There is no additional information.

## 9 Inspection and grading history

Date	Type	Gradings	
25 Feb 2013	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent 5 - Very Good 6 - Excellent 5 - Very Good
26 Jun 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good Not Assessed Not Assessed
29 Jan 2009	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good

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